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Montana SCHOOLS

September/October 1994

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Office of Public Instruction
Nancy Keenan, Superintendent
Vol. 38, No. 1

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Second Class
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Helena, MT 59620
USPS 601690

New Teacher of the Year offers challenging academics and a healthy dose of laughter

Jeanne Tweeten, Montana's Teacher of the Year for 1994-95.

Her mother cried, her sister screamed, and the staff at Capital High School cheered and danced in the halls when they learned that Jeanne Tweeten had been chosen as Montana's Teacher of the Year for 1994-95.

"I'm immensely gratified and humbled and somewhat amazed," said the Helena teacher, who was chosen in May 1994. "I teach with some of the best teachers in the whole world. I owe much of my success as a teacher to them."

Tweeten, a native of Montana, has taught English, speech, and drama at Capital High School in Helena for the past 20 years. She graduated from Carroll College in 1973 and holds a master's degree in humanities and an endorsement in library science.

Becoming a teacher was a logical step for someone who loved school, Tweeten said. "My life has been enriched by school, teachers, and books," she said. "I want to pass these gifts on to my own children and the children I teach."

Tweeten, who was Helena's 1993 Teacher of the Year, said she also wants to pass along to her students the gifts of fairness, integrity, compassion, and humor. Along with demanding high standards of academic excellence from her students, she believes in injecting "a healthy dose of laughter, not cynicism, into the classroom."

"As a great teacher, Jeanne has never stopped improving upon the art of teaching," said Capital High colleagues Bonnie Bowler and Jane Slattery. "She always looks for new ways to teach, to bring learning alive, and to measure the effectiveness of her teaching."

Montana's Teacher of the Year award annually honors an outstanding teacher who exemplifies the best of the teaching profession. The award is sponsored by the Office of Public Instruction and the Montana Education Association. Tweeten was chosen as Montana's Teacher of the Year by a committee of educators, parents, and the 1993-94 Teacher of the Year, Kay Brost of Broadus.

As Montana's Teacher of the Year, Tweeten will represent Montana in the national Teacher of the Year program.

Finalists in this year's Teacher of the Year program include Richard "Bud" Robertson of CM Russell High School in Great Falls and Peggy Leonardi of Hamilton High School in Hamilton. ■

State launches The Montana Plan: Making Good Schools Better

In August 1994, Governor Marc Racicot and Superintendent of Public Instruction Nancy Keenan announced a new initiative for Montana schools.

Called "The Montana Plan: Making Good Schools Better," the project is a joint venture of the Governor's Office and the Office of Public Instruction. The Montana Plan is designed to help Montanans continue to improve their schools by building on current strengths and thoughtfully planning for the future.

"We Montanans are rightfully proud of our schools, and we have great hopes for the future of our schools," Racicot said. "The Montana Plan will help Montana schools become even better."

To fund The Montana Plan, the state has applied for federal grant monies available under Title III of the Goals 2000: Educate America Act (Public Law 103-227). If the grant application is successful, Montana will receive $449,712 in federal funds the first year. "We expect approval of the grant soon, probably by the middle of October," said Nancy Coopersmith, administrator of the Department of Accreditation and Curriculum Services at the Office of Public Instruction.

The Montana Plan has two main components: 1) creating a panel of educators, parents, and community members to develop a statewide plan for improving schools, and 2) providing grants to support local school improvement efforts. Both components are aimed at producing high academic achievement for Montana students, better training for Montana teachers, and more parental and community involvement in education.

Developing a statewide improvement plan

The panel, which will be appointed jointly by Governor Racicot and State Superintendent Keenan, will include parents, educators, local school board members, business and labor leaders, representatives of private schools, community organizations that serve children, American Indian tribal members, and students. Panel members will represent all geographic areas of the state.

A series of town meetings will be held throughout the state to allow all Montana parents and community members an opportunity to offer their ideas for improving schools. Using this information, the panel will develop a state improvement plan. The panel will invite public comments and submit the final plan to Governor Racicot and Superintendent Keenan for approval. The plan is scheduled for completion by September 1995.

(Continued on page 3)

Message from Nancy Keenan

Welcome back to school!

Here at the Office of Public Instruction, we have had an extremely busy summer and a productive fall. Now the 1995 legislative session looms ahead, and it promises to be as challenging for education as the past sessions have been.

During the past few months, I have visited extensively with folks at the Montana Federation of Teachers, Montana Education Association, Montana School Boards Association, School Administrators of Montana, Montana Association of School Business Officials, Office of the Commissioner of Higher Education, Board of Education, and the Governor's Office. In the course of these discussions, some clear priorities have emerged for the 1995 session. Those priorities have formed an education agenda for the upcoming session, and I would like to take this opportunity to share that agenda with you.

We will focus our legislative efforts on three essential issues. The first is career development education. This includes school-to-work transition and other strategies to prepare our students—*all* of our students—for a successful career after they leave high school. The Commissioner of Higher Education, Governor Racicot, and OPI are working in partnership on this issue. As partners, we are very optimistic that a state initiative for school-to-work will emerge from the 1995 session. This past year, we received a $200,000 grant for statewide planning. For the past several months, hearings have been held throughout the state to identify the needs for career development education in our communities. With that information in hand, we will ask the legislature for funding to continue planning and implementation.

The second issue is educational technology. Under The Montana Plan: Making Good Schools Better, which is described in this issue of *Montana Schools*, OPI and the Office of the Governor have jointly applied for federal funds to support educational technology planning. Under this grant, we will appoint a panel to assess the technology needs of Montana educators, schools, and students and to develop a statewide technology plan that will bring the opportunities of educational technology to every classroom. We will also be asking the legislature to assist with funding for educational technology.

Our third issue concerns Montana's most vulnerable children: those with special needs and those who are at risk. This includes more than special education, although special education is an important component. I have called the special education funding committee together again to recommend to me the amount that should be injected into the funding formula. There has been no funding increase for special education since 1989, even though the number of children identified as needing special services has increased. This has put a tremendous strain on regular education funding. When special education is underfunded, schools are forced to take the money from regular education. We must secure more funding for special education to release some of the pressure on regular education.

I also asked the committee to focus on children who are falling through the cracks. The committee is looking at the needs of these children and suggesting initiatives to meet their needs. One strategy under consideration is year-round school for some children.

That's the legislative agenda for education. I will keep you posted as details emerge. In the meantime, I hope you will make yourselves familiar with the candidates and ballot issues that will be on the November ballot. Constitutional initiatives 66 and 67, for example, will have significant implications for education. We all owe it to ourselves, and to Montana's children, to educate ourselves about these issues.

Have a terrific year!

Nancy Keenan

Updated *School Laws of Montana* available: Special Session Law

After the 1993 volume of *School Laws of Montana* was published, the special session of the Montana Legislature met in November 1993 and amended some statutes. You can update your 1993 *School Laws of Montana* with the November 1993 Special Session Law Pamphlet, available from the Montana Legislative Council for $4 per copy. Contact the Montana Legislative Council, Attention: Kevin Hayes, Box 20176, Helena, MT 59620-1706.

Certification update

Computer science endorsement

The experience-based computer science endorsement option ends December 31, 1994. This option permits those who have taught computer science (not software applications) and have substantial self-training, workshop training, or college courses to submit an application showing that their experiences meet the minimum standards for this endorsement. Application forms are available from the Certification Division, OPI, Box 202501, Helena, MT 59620.

Applications should be returned by December 31, 1994, to Diana Oldham, Math/Computer Specialist, OPI, Box 202501, Helena, MT 59620-2501.

There is no Montana school accreditation requirement for the computer science endorsement planned until the 1996-97 school term. Beginning with that school year, those involved in teaching computer programming and other computer science courses (beyond basic computer literacy) at the secondary level will be expected to hold this endorsement. As in all subject areas, elementary certification permits the instruction of any subject area in self-contained classrooms. Instruction in the application of computer software will not require an endorsement other than in the content area being taught.

Teachers/administrators

If you have not had an inservice that included definitions of 1) renewal units, 2) certificate renewal requirements, and 3) how renewal unit activities are approved, please see your staff development committee or administrator. You need to know! The Office of Public Instruction's Division of Certification will provide materials. ■

—Don Freshour, Director, OPI Teacher Education and Certification

Pardon our voice mail!

As many of you know, the Office of Public Instruction implemented a voice mail system for the office during the summer months. Our Certification Division started on its own voice mail system as well, a decision made necessary by the sheer volume of calls, an avalanche of paperwork, and a staff of only three. We know the system was not as convenient for callers as we would like, and we apologize. Unfortunately, the system was necessary because budget restrictions made it impossible for us to hire additional help.

A more personal, modified system will be restored at the end of September when the summer crunch slows down, enabling our staff to render the best service possible to the 20,000 certificate holders in Montana. We thank you for your patience. You may still dial 444-3150 to be connected to Marilyn Roberts, Betty Smith, or Jim Meier.

Christa McAuliffe Fellowship applications available from OPI

The Christa McAuliffe Fellowship Program, authorized by the United States Congress in 1986, annually provides a fellowship to an outstanding Montana teacher. An applicant must have completed eight or more years as a full-time public or private school teacher and must agree to return to a teaching position in his or her current school district for two years following completion of the fellowship.

The amount of the fellowship has not yet been determined by the U.S. Department of Education. However, the award is expected to be approximately $27,000. The award may be used for sabbatical study or research, consultation with or assistance to public and private schools or school systems other than those with which the fellow is employed, development of special innovative programs, projects or partnerships that involve the business community and the schools, programs that incorporate the use and sharing of technologies to help students learn, or expanding or replicating model programs of staff development.

Applications for the 1995-96 Christa McAuliffe Fellowship will be available from the Office of Public Instruction after September 30, 1994. If you know an outstanding teacher who might like to apply for this fellowship, ask him or her to request an application packet from Marlene Wallis (444-3693) or Nancy Coopersmith (444-5541).

Completed applications must be received by OPI no later than 5:00 p.m., December 9, 1994. Selection of the fellow will be made by February 1, 1995. Funds for the 1995-96 Christa McAuliffe Fellowship may be used from July 1, 1995, through June 30, 1996. ■

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Surprise! Five honored with Montana Educator Awards

They were still in shock, but they were smiling. That's how five outstanding Montana elementary educators looked by the end of the week of September 7, 1994.

At special assemblies held in their respective schools during that week, these educators learned they had been chosen to receive the 1994 Milken Family Foundation National Educator Awards. These awards, given to five outstanding elementary educators in each of 30 states, are accompanied by cash awards of $25,000, to be spent as the recipient wishes.

Montana winners included the following:

- Jerrie Boksich, curriculum enrichment specialist, L.A. Muldown School, Whitefish;
- Raphaelle He Does It, kindergarten teacher, Lodge Grass School, Lodge Grass;
- Karl Wolf, kindergarten teacher, Central School, Helena;
- Ron Scherry, principal, Huntley Project School, Worden; and
- Rita Surber, principal, Meadowlark School, Chinook.

Until they heard the surprise announcements, the five winners never dreamed they were being considered for the award. They had no idea that an anonymous blue ribbon panel was quietly selecting top K-6 educators as candidates for consideration. Since educators can neither apply for the honor nor be nominated for it, each announcement came out of the blue.

The awards program is sponsored by the Milken Family Foundation, in cooperation with the Office of Public Instruction. Initiated in California in 1987, the Milken Educator Awards program has grown each year and currently includes 30 states. This is Montana's second year of participation in the awards program.

Selection of recipients—five per state—alternates annually between elementary and secondary educators. The 1994 awards will go to elementary school educators; in 1995, the recipients will be middle school, junior high school, and high school educators.

The program gives public recognition and financial reward to teachers, principals, and other education professionals who are making outstanding contributions to education. The goal is to honor these educators as fully and publicly as possible, to increase public support for education, and to encourage the brightest students to become teachers.

Governor Marc Racicot will join Superintendent Keenan and foundation officials to recognize the five Montana honorees at a November 7 luncheon at the Helena Colonial Inn.

In addition, the Milken Family Foundation will invite the award winners from each state to attend a National Educator Awards Retreat in California, a three-day education symposium set for May. The $25,000 cash awards will be presented at the retreat.

The Milken Family Foundations are private institutions designed to discover and advance inventive ways to build human resources through programs aimed at:

- rewarding educational innovators who involve the community and offer opportunities to disadvantaged students;
- making basic and advanced health care available to all people;
- meeting the needs of disadvantaged people and their neighborhoods; and
- supporting programs and facilities that meet the needs of communities. ■

Raphaelle He Does It of Lodge Grass School, surrounded by fans.

Karl Wolf of Central School, Helena, and his class.

Rita Surber of Meadowlark School, Chinook.

Above: Jerrie Boksich of L.A. Muldown School, Whitefish, with Superintendent Nancy Keenan.

Ron Scherry of Huntley Project School.

The Montana Plan: Making Good Schools Better

(Continued from page 1)

Appointments to the panel will be announced in October.

Supporting local improvement initiatives, planning for technology

Under The Montana Plan's grant component, local school districts may apply for funds that will allow them to 1) develop local school improvement plans, 2) provide opportunities for student teachers to work with experienced teachers, and 3) provide professional development for practicing teachers. The grants will be awarded on a competitive basis through the Office of Public Instruction.

Because only limited funds will be available, only a few Montana schools will receive funds. Schools will be encouraged to form partnerships with other schools and with higher education and professional education groups to provide professional development programs for teachers.

Sixty percent ($224,827) of the federal Goals 2000 grant monies will go directly to fund local school improvement efforts. The remaining 40 percent ($149,884) will be used to fund activities of the citizen panel and to develop a plan for using technology to improve student learning. Of that 40 percent, $75,000 will be earmarked for the technology plan, which will be developed by a task force appointed by Governor Racicot and Superintendent Keenan. Once it is developed, the technology plan will be integrated with the state improvement plan created by the statewide panel.

Governor Racicot and Superintendent Keenan emphasized that no school district will be required to participate in The Montana Plan or in Goals 2000. Participation is strictly voluntary. "The Montana Plan is designed to maintain local control of schools, because no one knows what local schools and students need better than local parents, educators, and community members," Keenan said.

"The plan is aimed at high academic achievement for students, better training for Montana teachers, and more parental and community involvement in education."

"Although we are applying for Goals 2000 money, we will use it Montana's way," Racicot said. "The grant will provide resources for Montanans to sit down together, think about how we educate our children, and plan for the future. This is an exciting opportunity to have a statewide dialogue about education while at the same time supporting local initiatives to improve schools."

The Goals 2000: Educate America Act, passed by Congress in 1994, is the culmination of a school improvement process that began with President George Bush and the nation's 50 governors in 1989. The Act provides assistance to help states and local schools meet the eight national goals for education by the year 2000.

For more information, contact Nancy Coopersmith, Office of Public Instruction, 444-5541; or Pat Haffey, Governor's Office, 444-3111. ■

The all-new, improved METNET Online is here!

It's faster, it's friendlier, and it's coming soon to a computer near you

The Montana Educational Telecommunications Network (METNET) has gone through some exciting changes this past summer! The METNET staff at the Office of Public Instruction has researched and installed new BBS (bulletin board system) software to provide better service to users. The results of these efforts are now available for testing by calling METNET OnLine at 1-800-803-6393 (444-4851 in the Helena area).

What is METNET? A bit of history

The Montana Educational Telecommunications Network (METNET) was created by the 1989 Montana Legislature to "support education, economic development, and government services in the state" through telecommunication services. The legislation provided for the Office of Commissioner of Higher Education, the Department of Administration, and the Office of Public Instruction to implement the legislation.

The legislation provided for an early focus on education-related projects. With this emphasis, METNET has provided equipment grants to Montana schools, developed a statewide computer BBS, and developed eight compressed video sites (two-way video/audio capability) in Billings, Miles City, Great Falls, Kalispell, Missoula, Bozeman, and Helena.

In September 1991, the three METNET agencies developed a statewide computer-based bulletin board system, with a statewide access system, designed to facilitate communication among educators throughout Montana.

In November 1991, the first node of a 16-node regional training center BBS system was installed at Flathead Valley Community College. (A node is one computer in a network).

By August 1992, 15 additional METNET BBS nodes were installed at Power, Montana State University (MSU) Northern in Havre, Saco, Bainville, Miles City, Lockwood, MSU Billings, Western Montana College of the University of Montana (UM) in Dillon, Belgrade, MSU Bozeman, Lewistown, Helena, UM Missoula, Montana Tech of UM in Butte, and Florence Carlton School in Florence.

Each BBS node has a local, state, and national/international conference area. Over 100 conference areas were put in place for students, teachers, administrators, and community members interested in education. The sites exchange communication daily. Non-local conferences are available on any node in the METNET system.

Looking for compatibility in all the right places

The METNET system offered spectacular new opportunities for Montana students and educators, but it had drawbacks. For one thing, it wasn't particularly simple to use. For another, Macintosh and Windows users couldn't use the system, which left out many members of Montana's education community.

In the winter of 1993, the OPI METNET staff began a search for bulletin board system software that would satisfy the following needs:

- have cross-platform compatibility between MAC, WINDOWS, and DOS users;
- have a graphical user interface;
- be easy to learn and use;
- be able to communicate with FidoNet;
- have high reliability;
- be easy to maintain;
- have Internet interface capabilities; and
- support private messaging.

Eureka! We found it

In April 1994, the METNET staff selected SoftArc's FirstClass BBS software. This was installed in May, and we began our testing and development. On August 15, 1994, we opened the statewide METNET OnLine node to the public.

METNET OnLine is an advanced conferencing, electronic mail, bulletin board, and online communication system that combines superb communications with a graphical user interface. When using METNET OnLine, the graphical user interface makes sending messages and transferring files quick and easy.

The METNET OnLine graphical interface adheres closely to the Macintosh and Windows interface standards. Users can double click to open items, drag items, and use other techniques common to Macintosh and Windows. The system is "intuitive"; that is, it's easy to learn for anyone who has ever used a Macintosh or Windows machine.

No waiting

Nothing in METNET OnLine forces you to wait; you can read a message in one window, browse a conference in another, and compose a memo in a third, all while transferring files in the background.

METNET OnLine provides the ideal environment for online electronic communications.

As the METNET OnLine staff complete the development, testing and software installation phases, we will begin working with local METNET nodes to look at converting existing METNET nodes to new DOS-based or METNET OnLine software. Conversion of local METNET nodes will require training, possible equipment conversion, and interface testing, depending on the desires of local nodes. METNET OnLine staff will soon contact local METNET nodes concerning their options.

Server and Client

METNET OnLine actually consists of two pieces of software: the Server and the Client. The Server is run by the METNET OnLine staff here in Helena; users will run the METNET OnLine Client application in order to access the services provided by the METNET OnLine Server.

METNET OnLine Client requires that users connect to a Server. Users cannot use any of the features of METNET OnLine unless they are actually connected to a METNET OnLine Server. To get connected, dial 1-800-803-6393.

Getting the communication software

METNET OnLine communication software can be found on both the old METNET and the new METNET OnLine. The old METNET has an automatic download available for both Windows and Macintosh. Dial 1-800-346-8654 (444-3563 in the Helena area), and select option (D) from the main menu. You will then view a menu where they can select the appropriate communication software.

To download the software on the new system, dial 1-800-803-6393 (444-4851 in Helena). The communication software is located in the Computers & Platforms conference.

A close-up look at METNET OnLine

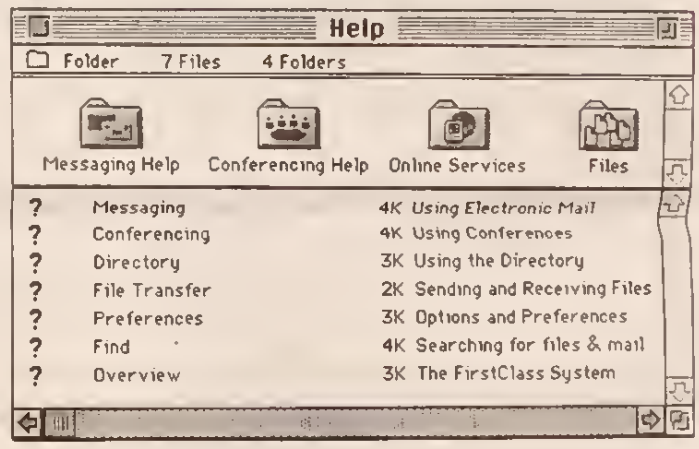
Here's a look at some of METNET OnLine's features:

Multi-window multi-tasking

- Users may open multiple windows to view multiple items or conduct several operations simultaneously.
- Allows easy cutting and pasting of text from message to message.
- All file transfers between the user and the server take place in the background. Users can continue to read and compose mail or chat with others, even when a multiple file upload or download is in progress.
- No practical limit on number of consecutive operations.

Viewing modes

- METNET OnLine can display folders and their contents either by icon or by a list view. Forward or reverse sorting quickly changes the order of displayed items.
- Views can show items listed by date, name or subject.


Help
Folder 7 Files 4 Folders
Messaging Help
Conferencing Help
Online Services
Files
? Messaging 4K Using Electronic Mail
? Conferencing 4K Using Conferences
? Directory 3K Using the Directory
? File Transfer 2K Sending and Receiving Files
? Preferences 3K Options and Preferences
? Find 4K Searching for files & mail
? Overview 3K The FirstClass System

The online help window.

Online help

- A complete online help system is available to all users.
- "Help" can be customized by the administrator (OPI's Steve Meredith or Betsy Nordell) to add help features for a specific application or system.

Printing

- Users can print any window.

Color

- METNET OnLine has full support for color, including color icons and color background conference pictures.
- Icons and pictures may be customized globally by the administrator or locally by end-users.

User preferences

- Users may configure their own preferences, including sort order, window sizes, etc.

Complete electronic mail facility

- Fundamental to electronic communication, METNET OnLine allows users to send "private" mail to other users.

Mailbox

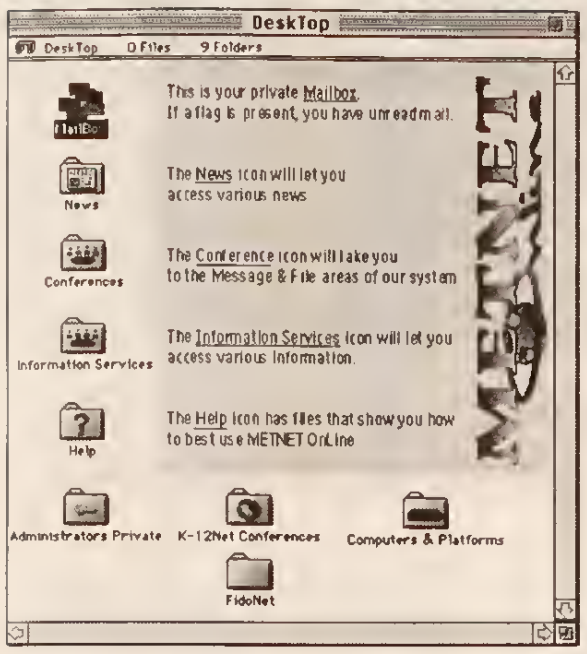
- All incoming private mail arrives

(Continued on page 5)

(Continued from page 4)

in users' private mailboxes. Copies of outgoing mail are automatically retained in users' mailboxes.

• Users can create and name folders where mail may be dragged to organize their mailboxes.


DeskTop
DeskTop 0 Files 9 Folders
This is your private Mailbox.
If a flag is present, you have unread mail.
The News icon will let you access various news
The Conference icon will take you to the Message & File areas of our system
The Information Services icon will let you access various information.
The Help icon has files that show you how to best use METNET OnLine
News
Conferences
Information Services
Help
Administrators Private
K-12Net Conferences
Computers & Platforms
FidoNet
METNET

Desktop mailbox features.

Easy addressing

• Users can type a partial name of a recipient into a TO: or CC: list, and the name is validated and inserted instantly.

• There is no limit to the number of recipients a message can have.

File attachments

• Users may attach any type of file to a message.

• Any number of files may be attached to a given message.

• Messages with attachments are indicated by a small file icon beside them in message lists.

• Text, PICT, or sound attachments may be viewed online rather than downloaded. Other attachments can be launched upon download.

Downloads

• The download takes place in the background, freeing the user to perform other tasks which can include other downloads or uploads!

• If a user runs out of time or a power failure occurs in the middle of a file transfer, the transfer can resume where it left off when reconnected.

• XModem? ZModem? Kermit? MacBinary? METNET Online uses its own proprietary protocol, so users don't have to worry about transfer details.

Mail notification

• Network users can be notified with a sound and/or screen message when new mail has arrived, even if they are not logged into the METNET OnLine server.

• The METNET OnLine server and its single file per message structure allow delivery of any message within a METNET OnLine node in milliseconds, even across platforms (from Macintosh to DOS, for example).

Electronic forms

• METNET OnLine messages may be created and sent using various electronic forms which resemble real-world envelopes, phone message pads, requisition forms, etc.

Unread and unsent tracking

• METNET OnLine tracks the status of every message for every user; unread messages can be easily identified by a red flag.

• Users can save a message without sending it, so they can work on the message later. Unsent messages are marked with a clear flag.

Resumes: identify yourself!

• All users have a resume, a document describing themselves to other users, which they can edit.

• Double clicking on a name anywhere in METNET OnLine calls up the resume of that user.

Forward/reply

• Forwarding an item duplicates the message contents but leaves the address blank. Replying addresses a new message to the author of a previous message.

Autoreply/autoforward

• Users can configure their accounts to automatically send a reply to the sender of new mail or forward all new mail to another user or mailing list. This feature is particularly useful when users are on vacation or away on business.

Unsend

• This feature removes a sent message from a conference or a recipient's mailbox and allows for further editing.

History

• At any time, users can check the history of any message to get a complete list of who has read, replied to, or forwarded it.

Personal mail lists

• Users can now create any number of their own mail lists.

Conferencing

• Conferences are forums; users can read messages in them and send messages to them. They appear as icons on users' desktops or may be nestled within other conferences. They are perfect for sharing information among large groups. Users can send to a conference simply by addressing mail to it—as if it were another user.

Unread tracking

• Like private mail, unread items in conferences are tracked on a per-user, per-item basis with red flags.

• The icons of conferences containing unread items are also flagged with a red flag. Users can tell at a glance when there are new items.

Moderators

• A conference can be moderated so that all submissions require approval by the system operator or a moderator.

Conference security

• The administrator can create conferences that can only be read by a selected set of users. Depending on the administrator's decision, other users might not be able to open messages in that conference, or even know the conference exists.

Chat

• Users may participate in public and private real-time chats with each other.

VT100 interface

• With the Command Line User Interface (CLUI) for DOS and Apple II users, any user with a VT-100 terminal emulator can access all features of METNET OnLine and take advantage of a full screen editor for messages.

Future METNET developments

• DOS Graphic Client Software
• Remote Offline Mail module
• MHS Gateway handling
• Internet (Full FTP, WAIS, Mosaic)
• On line database searches
• Personal Data Assistant (PDA) connections
• Video

The METNET OnLine staff members at OPI are excited about these new developments, and we're ready to work with you to help get you online. Please feel free to contact us with your questions, problems, or suggestions. ■

—Mary Graff, Betsy Nordell, Steve Meredith, OPI METNET staff

Who Ya Gonna Call...

. . . for help with METNET Online?
Call the OPI METNET staff:
Mary Graff (444-2765)
Betsy Nordell (444-1626)
Steve Meredith (444-3563)

Transition in the IEP

Promoting a smooth transition from school to post-school for special needs students

In the greater scheme of things, what are public schools supposed to do, anyway? Perhaps the simplest answer is another question: Are our graduates ready to enter either the workforce or another institution for further training? It is the goal of educators to help get them ready. That applies to all students, including students with disabilities.

The transition of these students from school to post-school environments is a challenge, one that asks schools to involve parents, students, school personnel, and other community agencies and resources in helping develop plans to address the student's needs.

Post-school transition services must be considered for all students 16 years old or older receiving special education services, or 14 years old and receiving special education services for at least 50 percent of the school day.

Post-school transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, that promote movement from school to post-school activities. These post-school activities may include college; vocational training; integrated employment including supported employment; continuing and adult education; adult services; independent living; or community participation.

The coordinated set of activities must be based on the individual student's needs, taking into account student preferences and interests. They must include instruction, community experiences, the development of employment and other post-school adult living objectives, and, where appropriate, acquisition of daily living skills and functional vocational evaluation.

Developing a post-school transition IEP

When developing the individualized education program (IEP) for students who need post-school transition services, the IEP team must consider each of three areas: instruction, community experiences, and employment or other post-school adult living objectives.

"Instruction" includes academic programs that address student need as identified by the Child Study Team (CST). These programs may be college preparatory (based on student desire and ability to attend either a two-year or four-year program of higher education). They may be technically oriented, intended to prepare a student for entrance into a vocational/technical school. They may be at a pre-vocational level, focusing on very basic instruction which would prepare a student to move into a more restrictive set of services for adults with disabilities. They may be vocational in nature, intended to prepare a student for immediate entrance into competitive, supported, or sheltered employment. Whatever the level of ability of any student, the team must identify appropriate goals and objectives for specific instructional services to be provided to the student.

"Community experiences" typically means training in the area of independent living and daily living skills. Examples might include managing a household (budgeting, laundry, cooking, menu selection, cleaning), using public transportation, appropriate use of leisure time, appropriate social

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Montana's SAT and ACT scores increase

Gender gap narrows; Montana scores remain well ahead of national averages

Test scores for Montana's 1994 high school graduates were higher than 1993 scores on both the ACT and SAT tests. That's the word from the College Board and the American College Testing offices, which released the 1994 SAT and ACT test results in August.

In addition, Montana's average scores continued to be significantly higher than the national average; our ACT scores were highest of the states in the Mountains/Plains region; and the gap between female and male scores narrowed.

"These are encouraging trends," said State Superintendent of Public Instruction Nancy Keenan in announcing the test results. "It's also encouraging to see so many Montana students taking these tests, because it means they are setting their sights on college."

Over one-fifth of Montana's 1994 college-bound high school graduates took the SAT, and about three times as many Montana students took the ACT, indicating that a large number of Montana high school graduates plan to continue their education. (Colleges in the middle part of America have traditionally required the ACT scores for college enrollment. Although many colleges now accept a variety of college-bound test scores, more students in Montana's region take the ACT, while more students on the east and west coasts take the SAT.)

Higher scores, narrower gaps

In the SAT, Montana's 1994 scores were higher than 1993 scores by 4 points in verbal and 7 points in math. Montana scores remained 9 percent above the national SAT averages. Montana's average scores were 40 points higher in verbal (463 points for Montana, 423 nationally) and 44 points higher in math (523 points for Montana, 479 nationally). For the past five years, both the Montana and national SAT and ACT average scores have remained nearly stable, with changes of no more than 1 percent of the points (see table below). This refutes claims made by some critics of education who charge that Montana's scores have "plummeted" in recent years.

Montana and National Average Scores 1990-1994

	Montana			National		
	SAT verbal	SAT math	ACT	SAT verbal	SAT math	ACT
1990	464	523	21.6	424	476	20.6
1991	464	518	21.6	422	474	20.6
1992	465	523	21.7	423	476	20.6
1993	459	516	21.6	424	478	20.7
1994	463	523	21.8	423	479	20.8

The average ACT scores for Montana increased to 21.8 points in 1994 from 21.6 the prior year. This puts Montana 1.0 point or 5 percent higher than the national ACT average score.

The ACT 1994 Summary Report for Montana shows that Montana's high school graduates led the Mountains/Plains Region, which includes Colorado, Idaho, Kansas, Montana, Nebraska, North Dakota, South Dakota, Utah, and Wyoming. Montana's 1994 average score on the ACT was 21.8 points, while the next highest state in this region averaged 21.4 points.

"Test scores don't tell the whole story of student achievement, but they do provide important information," Keenan said. "For example, the fact that students' test scores are rising indicates that more of them are taking advanced classes in preparation for college. This is especially encouraging where young women are concerned."

Male students have consistently scored higher than female students on the SAT and the total ACT in Montana, but that gap appears to be narrowing or stabilizing. The margin on the SAT last year was 15 points in verbal and 58 points in math. Males continued to score higher in 1994, but the verbal gap narrowed to 3 points. The math disparity, although narrowed, remained wide at 49.

The gap between Montana males and females on the ACT did not change from 1993, remaining 0.3 points higher for males on the total score, 1.2 points in math, and 1.3 points in science. Women hold the lead in both English and reading on the ACT.

"Obviously, we need to encourage more of Montana's young women to take higher-level math and science classes," Keenan said. "Fortunately, new projects such as SIMMS (Systemic Initiative for Montana Mathematics and Science) are working to do just that."

Only 1 percent of SAT test takers are American Indian students, though they made up 6.7 percent of the 1994 senior class in Montana. Although Montana's average scores for American Indian students are lower than the overall state average, the scores are 17 points higher in verbal and 28 points higher in math than the national average for American Indian students.

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Department of Labor urges schools to review their workplace safety programs

With the passage of the Montana Safety Culture Act by the 1993 Legislature, Montana employers are required to establish workplace safety programs effective May 1, 1994. It is the intent of the act to raise workplace safety to a preeminent position in the minds of all Montana workers and employers. The goals are to guard worker safety through the prevention of accidents and to reduce worker's compensation insurance costs to employers.

The Montana Department of Labor and Industry encourages Montana's schools to review their current safety programs to ensure compliance with the law. A safety program should now include:

- a safety orientation for new employees;
- job or task-specific training;
- continuing regular refresher training;
- periodic self-inspection; and
- documentation of performance of activities listed above.

If you employ more than five employees, your safety program should also include:

- policies and procedures that assign specific safety responsibility and safety performance accountability; and
- procedures for reporting, investigating, and taking corrective actions.

It is vital that administrators, school board members, and school employees recognize that they must work together to successfully implement and maintain a safety program. After all, safety is everyone's business.

An informational brochure on the Montana Safety Culture Act is available through the Department of Labor and Industry, Employment Relations Division, Safety Bureau, P.O. Box 1728, Helena, MT 59624 (444-6401). Please contact either the Safety Bureau or your worker's compensation insurer if you have any questions.

Developing a safety attitude in our youth: A new safety curriculum

The Montana Safety Culture Act steps into Montana's classrooms by requiring the Department of Labor and Industry to produce and distribute materials to the schools. These materials are meant to educate students about the necessity of safe work practices and to prepare students to embark on accident-free careers.

The Department of Labor plans to meet this requirement by developing a safety curriculum in cooperation with interested agencies and individuals. The aim is to develop a safety curriculum for each program area and lessons that demonstrate a link between the workplace and what students are learning in school.

As there are numerous program areas, the department will concentrate on one or two specific program areas each year. Development of a safety curriculum for the program areas of industrial technology and agriculture education began this past July. Participants in the workshops included instructors, safety professionals, and education specialists. The curriculum developed is a creative composite of units on general workplace safety issues. The lessons promise to be enlightening, user friendly, and easily integrated into the current programs.

The department wants to continue working with instructors, administrators, and school board members to build a safety curriculum that will be used in the classroom and to develop a resource library, educational workshops, inservices and conferences for instructors.

Developing a safety attitude among our youth is an important task. By working together, we can achieve this goal and make Montana's work places safer.

If you would like to participate in the development of a curriculum for your program area or would like more information, contact Jean Branscum, Safety Bureau, Department of Labor and Industry, P.O. Box 1728, Helena, MT 59624 (444-3937).

—Jean Branscum, Department of Labor and Industry

What a year for Montana students!

Montana students have made 1994 a banner year.

First, Forrest Anderson of Helena High School won the prestigious national Westinghouse Science Talent Search award in March (see *Montana Schools*, March/April 1994). Then, Anders Knospe of Chief Joseph Middle School in Bozeman won the National Geography Bee in Washington, D.C. in June. Later in June, Barry Wulf of Capital High School in Helena brought home the nation's top honors in automotive technology education."

These, along with the many other awards and accomplishments of Montana's students and educators, have made 1994 a year to cheer—and it's not over yet!

Anders Knospe: National Geography Bee winner

In what country does the Tagus River separate the northern grain- and potato-growing region from the southern grape-growing region?

Anders Knospe

Anders Knospe, an eighth-grade student at Chief Joseph Middle School in Bozeman, knew the answer (Portugal) and won first place on May 25, 1994, becoming the sixth National Geography Bee Champion. He won the top prize of a $25,000 college scholarship and a trip on Amtrack to the destination of his choice.

Knospe, who took first place in the Montana Geography Bee in April, emerged as the winner from among 56 contestants in the national competition.

The final rounds took place on stage at the National Geographic Society headquarters in Washington, D.C., where the 10 finalists listened to clues given by moderator Alex Trebek, host of the television show "Jeopardy." Suspense mounted as the competition narrowed to three contestants, and then two: Knospe and a student from Louisiana. Finally, Knospe answered the last question correctly, becoming the national champion.

Barry Wulf: National Automotive Service Technology champion

Barry Wulf, a 1994 graduate of Capital High School in Helena, placed first in the national Automotive Service Technology contest in June 1994 in the VICA (Vocational Industrial Clubs of America) Skill Olympics held in Kansas City.

To describe the magnitude of Wulf's accomplishment in the vocational education world, the award has been called the "Heisman Trophy of automotive technology education."

Wulf competed against state winners from every state. In addition to the gold medallion he brought home, he won a $2,000 scholarship and a set of tools valued at $10,000-12,000. Also, the program at Capital High School will receive a new Lexus from Toyota and a new car from Ford to use in automotive training.

Barry Wulf

Wulf will also travel to Dallas in February to compete against other top finishers for the right to represent the United States at the International Vocational Training Competitions to be held in Lyon, France in October 1995.

Chief Joseph Middle School—top honors

Not only did Chief Joseph Middle School produce the national Geography Bee champion this year, it also produced a science team that won fourth place in the Odyssey of the Mind world finals in June and an award-winning Chapter 1 program. In addition, Chief Joseph was selected as a Blue Ribbon School this year.

The final score of Chief Joseph's Odyssey of the Mind team, including Kurt Hanson, Kelly Holland, Catherine Jessop, Sarah McKenna, Brad Nyquist, and Tim Oakberg, was only 0.52 percent of a point behind the third-place winners. As part of its winning performance, the team built a balsa wood structure weighing just over a half-ounce that withstood pressure up to 1,070 pounds.

The Chapter 1 program at Chief

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Gear up for Geography Bee 1995

Starting in January 1995, fourth- through eighth-grade students from all across Montana will begin competing in school geography bees. Up to 100 winners will participate at the State Geography Bee, April 7, 1995, in Helena. The state winner will receive $100 and other prizes, and both the winner and a teacher escort will receive an all-expenses-paid trip to Washington, D.C., for the May 23-24 national finals.

Sponsors of the Geography Bee are *National Geographic World*, the National Geographic Society's magazine for children, and Amtrak, the nation's intercity passenger railroad.

The National Geographic Society developed the Geography Bee in response to concern about the lack of geographic knowledge among young people in the United States. In a 10-country Gallup Survey conducted for the Society in 1988 and 1989, Americans aged 18 to 24 scored lower than young people in any other country surveyed. The National Geographic Society hopes the Geography Bee will encourage students to learn and enjoy geography and that it will stimulate educators to put geography back into the curriculum.

For more information, contact the National Geography Bee (202-828-6659).

Lame Deer opens new high school

A dedication ceremony for the new Lame Deer High School was held on the school campus August 15, 1994. The creation of the new high school district was approved by State Superintendent Nancy Keenan last November.

Previously, the Northern Cheyenne Reservation was the only reservation in Montana without its own public high school. Reservation students were bused up to 158 miles round trip each day to schools in Colstrip, Busby, Ashland, or Hardin.

The dedication ceremony marked the culmination of much effort on the part of the Lame Deer Board of Trustees, the administration, and community members.

The trustees hosted an open house in the new high school facility, which consists of state-of-the-art modular units equipped with a science laboratory, music and art studios, and computers in every subject area.

Norma Bixby, Northern Cheyenne Director of Career Development, and Steve Littlebird served as masters of ceremony for the occasion. A tribal council member and Superintendent Keenan addressed the attendees, stressing the need for continued hard work and support of the district's efforts. Superintendent Keenan reminded the group that the impressive new facility was just of the beginning of the true process of education, which will depend on community, teacher, student, and administrative dedication. Clayton Small delivered the keynote address, exhorting people to call upon the resources of the Cheyenne way of life in developing an educational system that combines positive aspects of both Indian and non-Indian perspectives.

The school's logo and mascot is the Morning Star, in honor of Chief Dull Knife, whose Cheyenne name means "morning star." At the official opening of the new high school, descendants of Chief Dull Knife joined in holding a giveaway for community members. In special recognition of her efforts, Superintendent Keenan was presented with a star quilt in the vibrant turquoise, black, and silver colors of the school.

The Montana education community wishes Lame Deer good luck in this solemn endeavor. ■

—Lynn Hinch, OPI Bilingual Specialist

Field Notes

Hawthorne School in Bozeman celebrates children and the arts—Part 2

—by Kelly Avants, Principal Intern, and Marilyn Delger, Principal, Hawthorne Elementary, Bozeman

At Hawthorne School in Bozeman, the arts are basic. Hawthorne became a Model Arts School in 1991 after receiving a grant from the Montana Arts Council. The school places a strong emphasis on basic academic learning along with a respect for the arts.

Today, Hawthorne serves as a model for other schools in Montana to show the value of the arts in preparing our youth for their future. Part 1 of Hawthorne's story was printed in the May/June 1994 issue of *Montana Schools*. Here is part 2:

Celebration of children and the arts

In May, Hawthorne holds its annual *Celebration of Children and the Arts*, designed to allow all children an opportunity to celebrate their artistic endeavors. This evening event has become the "grand finale" of the school year. Visitors are enchanted by the artistry displayed by the children. The hallways are energized with brilliant displays of student art work. Soloists or small groups perform a variety of vocal, instrumental, dance, and dramatic pieces in every corner of the school. Family, friends, and community members form an enthusiastic audience.

A silent art auction held throughout the week draws much interest. Enthusiastic parents and friends have the opportunity to bid on artwork donated by students. The evening concludes with a "live" art auction comprised of classroom art projects. Most class projects have sold for over $100.

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Dispatches

"Dispatches" are updates by Office of Public Instruction staff. Staff members may be contacted at the phone numbers listed or by writing them at the Office of Public Instruction, P.O. Box 202501, Helena, MT 59620-2501.

BICYCLE/PEDESTRIAN SAFETY
Mary Cheryl Larango, Specialist
444-0516

Crossing protection manual updated

The School Crossing Protection Manual is a resource for school administrators, parent-teacher organizations, and others in establishing a safer and more uniform school crossing protection program. Such a program must be meaningful to the motorist and is vital to the safety of our children. Information on adult crossing supervisors' programs is also available in this manual. Free copies of this manual are available from OPI's Division of Traffic Education.

This manual suggests: "At the beginning of each school year, members of the Traffic Safety Committee should initiate programs to instruct children carefully in the use of school routes, inform parents of the routes, and persuade parents to cooperate fully in getting children to use them, as well as the pedestrian crossing sequence. The institution of a 'Walk to School Day' each fall just after the start of the new school year, where parents walk with their children and other neighborhood children to and from school instead of driving, is highly encouraged. It is hoped that more students will walk to and from school, thus reducing traffic congestion around the school. Student car pooling is also encouraged."

Bicycle helmet low-cost sources

Approved helmets are being offered for as low as $9.50 and $11.50 plus shipping. Call 444-0516 for copies of this resource list. The list includes information about helmets available from a Montana source: Superior Safety Corporation, located now in Superior, Montana. Maybe it's time to run another helmet campaign at your school. For more information on how to promote bicycle helmets contact any of the Regional Traffic Education Trainers (one of the 150-plus individuals who have participated in Elementary Traffic Education training) or this office.

Saved by a Helmet Club

I am looking for names of individuals who have survived a bicycle crash and credit their bicycle helmet for saving their lives or quality of life. A statewide project is starting up, and we need names for charter members. Please call me at the number above or write Division of Traffic Education, P.O. Box 202501, Helena, MT 59620-2501.

Red Ribbon Week Activity—Peddle Bikes, not Drugs

If you are interested in helping promote a healthy life-style activity as part of your Red Ribbon Week Activities, consider a bicycle ride with the theme "Peddle Bikes, not Drugs." Some communities might be interested in a bike-a-thon to raise money, others might just want to close a few streets and fill them with bicycle riders. Still others might like the challenge of training for a distance ride. Resource information is available from this office.

Bicycle use and hazard patterns

A study released from the U.S. Consumer Product Safety Commission in June of this year supports the basic concepts of our Elementary Traffic Education Program: "The bicycle study documented the large number of bicycle-related injuries and deaths that occur every year and evaluated the use and hazard patterns of bicyclists in the United States. While the costs to society of bicycle-related injuries and deaths are enormous—on the order of $8 billion annually—the bicycle study does not indicate any simple or direct remedies to the hazards of bicycle riding.

"Bicycle accidents result from a complex interaction of behavioral, environmental, and mechanical factors. Efforts to reduce injuries must therefore be based on long-term strategies which systematically address risk factors on a number of fronts at the same time." We stress the three "E" approach in our training: Education, Engineering or Environmental Changes, and Enforcement. For more information on teacher training or inservice opportunities, please contact the OPI Division of Traffic Education.

GUIDANCE & COUNSELING
Judy Birch, Specialist
444-5663

Drug-Free School Recognition

The Office of Public Instruction and the National Family Partnership are again sponsoring the national and state Drug-Free School Recognition programs.

To be considered for national and state recognition, a school must demonstrate that its comprehensive prevention program successfully addresses these areas:

- recognizing, assessing, and monitoring the problem;
- setting, implementing, and enforcing policy;
- developing and implementing a drug education and prevention program;
- educating and training staff;
- promoting parent involvement, providing parent education; and
- interacting and networking with community groups and agencies.

Five Montana schools have gained national recognition: Browning Middle School (our first winner), Poplar High School, Great Falls High School, and Whittier Elementary School and Largent Alternative High School (both located in Great Falls).

All but Browning, which gained national recognition before the state recognition program began, have also been given state recognition for their programs.

If your school is interested in applying, please contact me at the number above or Darlene Meddock, National Family Partnership (791-2299).

Scholarship

The Epsilon Sigma Alpha organization has a list of scholarships for interested high school and college students. For a copy of the list, contact Ina May Whalen, Foundation Scholarship Counselor, 605 Park Garden Road, Great Falls, MT 59404 (453-4555).

CHAPTER 2
Kathleen Mollohan, Specialist
444-4317

Reauthorization

It appears the reauthorization of the federal Elementary and Secondary Act (ESEA) will retain some form of Chapter 2. A conference between the U.S. House and Senate to work out the differences between each side's version is scheduled to occur as this issue of *Montana Schools* goes to press.

The U. S. Department of Education recommended eliminating Chapter 2, but a number of education groups, led by the Council of Chief State School Officers, lobbied Congress hard in order to reinstate it as the one program that allows local flexibility in designing programs to meet locally defined school improvement needs.

Another hurdle, though, is the fiscal year 1995 spending bill. The proposed amount for all of education, labor, and health and human services has been greatly reduced, resulting in a fierce competition for funds among the three agencies. A final budget should be in place by the time this issue of *Montana Schools* reaches you.

Chapter 2 reminders

The Chapter 2 allocation Montana received for the 1994-95 school year is 15 percent less than last year. School district applications are now being processed, with a final deadline of October 15, 1994. You will notice a couple of changes this year. First, an elementary and high school district (but not K-12 districts) may apply jointly by designating one district as the primary applicant. The procedure is simple and will cut the paperwork in half. The other change is a requirement to describe the parent consultation process used in planning for the use of Chapter 2 funds. In determining high-priority school improvement strategies, these planning groups must look at student achievement data and other indicators of need for school improvement.

Targeting high-priority needs

The seven categories of funding in Chapter 2 are somewhat misleading. Seven specific areas have been identified, but the subcategories open up the possibility, within available funding, for nearly any supplementary instructional or professional development program. Therefore, Chapter 2 is more flexible than some may think in allowing a wide variety of eligible activities. One thing the seven categories should definitely not be used for is a checklist or wish-list for teachers in suggesting items for purchase. Rather, teachers, administrators, other education personnel, and parents should look at student performance and identify the most serious deficiencies. Using that information, the planning group can develop the strategy, using Chapter 2 funds, that is most likely to result in improvement.

HEALTH ENHANCEMENT
Spencer Sartorius, Administrator
444-4434

Master teacher program

During the 1994 summer, 19 Montana teachers received training during a two-week session to become "Health Enhancement Master Teachers." The training was provided by OPI in cooperation with the state Department of Health and Environmental Sciences and the Health and Human Development Department at Montana State University. The program focused on the elementary level.

Participants will act as resources for their various school districts in the development of health enhancement programs. During the two-week session, they received training on curriculum development; student assessment, program evaluation, integration of program components, and specific information in the content areas of health enhancement.

The Health Enhancement Master Teachers for 1994 are:

- Linda Colton, Denton Public Schools;
- Besty Spivey, Whitefish, Fair-Mont-Egan School;
- Patti Miller, Laurel Middle School;
- Deanna Collins, Bozeman, Monforton School;
- Gary Jacobson, Hamilton, Darby School District;
- Amy Leach, Wibaux Elementary School;
- Carl Oliveri, Ashland Elementary School;
- Pam Cremer, Cut Bank, H.C. Davis Elementary School;
- Becky Gehrke, Seeley Lake Elementary School;
- Dianna McCarty, Jackson Elementary School;
- Carol Cooke, Bozeman, Emily Dickinson Elementary School;
- Penny Kaleva, Poplar Elementary School;
- Hallie Spoklie-Luoma, Joliet School District;
- Becky Telling, Butte, Wise River Elementary School;
- Robin Irving-Kratz, White Sulphur Springs Public Schools;
- Randy Symon, Thompson Falls Elementary;
- John Schumacher, West Yellowstone Public Schools;
- Roger DiBrito, Florence, Emma Dickinson School (Missoula);
- Shirley Weaver, Great Falls,

Paris Gibson Middle School.

Safety plan

Under Montana law, schools are required to develop and implement a safety plan to reduce workplace injuries and illnesses. Among other safety-related issues, the safety plan is to address blood-borne pathogens, infectious waste, and hazardous waste. The Office of Public Instruction has prepared a guidance packet to provide Montana schools with basic information for complying with the provisions of the safety plan requirements related to blood-borne pathogens, infectious waste, and hazardous waste.

Blood-borne pathogens: By December 1, 1994, the Montana Department of Labor and Industry (MDLI) will adopt federal OSHA standards, including the safety standards for blood-borne pathogens. Under several Montana laws (the Montana Safety Act and the Montana Safety Culture Act), the MDLI has jurisdiction to monitor compliance with the safety standards in all public sector work sites, including schools.

The blood-borne pathogen standards require employers to: develop an exposure control plan, provide protective equipment for employees, provide hepatitis B vaccinations for certain employees, and provide training for all employees.

Infectious waste: Handling and disposing of potentially infectious waste material could be an issue for schools. The Montana Department of Health and Environmental Sciences (MDHES) does not apply the Montana Infectious Waste Management Act to schools because dispensing health care services that generate infectious waste is not a normal school activity, and the quantity of potentially infectious material generated is insignificant.

Hazardous waste: Hazardous wastes are materials that are easily combustible or flammable, corrosive, chemically unstable and reactive, and toxic. Examples of hazardous material that may be found at schools include solvents, mineral spirits, acids, strong alkaline solutions, bleaches, many chemicals, paints, greases, and pesticides.

The onsite storage and handling of hazardous material is the jurisdiction of the MDLI; the disposal of these materials as hazardous waste is the jurisdiction of the MDHES. Referral information on the proper storage, handling, and disposal of hazardous material is in the guidance packet.

To obtain a guidance packet for including blood-borne pathogens, infectious waste, and hazardous waste in your school's safety plan, contact the Office of Public Instruction at 444-1964.

LANGUAGE ARTS
Jan Hahn, Specialist
444-3714

MATELA conference

The Montana Association of Teachers of English Language Arts (MATELA) will again be meeting with the Montana Education Association for its fall conference, October 20 and 21, 1994, in Billings.

In addition to two days filled with sessions on literature, composition, instructional methods, assessment, and professional concerns, MATELA will host a nationally acclaimed expert on portfolio assessment, Kathleen Yancy, at 10 a.m. on Friday. MATELA also plans a banquet featuring singer and satirist Greg Keeler Thursday evening at the Fireside Inn. Keeler's humor and talent should make this a MATELA banquet to remember.

After the MATELA business luncheon on Friday, a panel will discuss the topic "Dialoguing with Community Groups." The Montana Education Association's decision to feature Lynn Reid Banks, author of *Indian in the Cupboard*, has sparked a controversy among some American Indians and MATELA members who are sensitive to stereotypical or unauthentic writing. Dottie Susag has organized a panel discussion entitled "Censorship or a Demand for Excellence? Native Responses to Literature about Indian Peoples," which will follow the Banks address. Call Katie Paynich (585-1660) for more information.

NCTE conventions

The National Council of Teachers of English will hold its annual convention in Orlando, Florida, November 18-21, with pre-conference workshops November 16-17. Contact me if you would like a registration form.

The Northwest Regional NCTE Conference, "Confluence, Streams and Dreams," will be held April 29-May 2, 1995, in Spokane. The conference will feature Richard Rodriguez, Kathy Short, Chris Crutcher, Jennifer James, Miriam Chaplin, NCTE President-Elect Beverly Chin, Robert Probst, and Kim Stafford. If you would like to present, please call me for a program proposal. Proposals are due November 10, 1994.

Scholarships and opportunities

MATELA is offering a number of new scholarships and opportunities to its members. These include regional mini-conferences and scholarships for the NCTE National Convention, continuing education, and minorities. MATELA has also offered support for educators in dealing with censorship issues. Please contact me for information about joining MATELA.

Assessment assistance

If you are still struggling with assessment in language arts, we have copies of the *Communication Arts Program Assessment* and *Communication Arts Student Assessment* appendices to the curriculum model. *Assessment Planning*, a process guide with three design options, suggests using portfolios to create an assessment plan that aligns with district curricula and is also available to schools.

I am investigating bringing together representatives from school districts who are engaged in formal writing assessment programs using portfolios or prompted writing. Without a statewide writing assessment, districts could validate and improve their district assessment programs by comparing their programs with others' successes and failures. If you have a writing assessment program and are interested in learning through collaboration, please call me.

Framework for Aesthetic Literacy: The Montana Arts and English Curriculum

The title "aesthetic literacy" has emerged as the most descriptive phrase for the innovative curriculum that was written by a team of 18 Montana educators during the 1993-94 school year. But what is aesthetic literacy? The following is an excerpt from the curriculum's introductory definition:

"Traditionally, 'aesthetics' has meant the attempt within a culture to define truth and beauty as perceptions that may or may not involve what we label 'art.' Throughout time, all peoples have recognized an aesthetic dimension to life, have pursued it, nurtured it, and given it a central place in their societies. In the presence of those things we perceive to be aesthetically pleasing, we are lifted above the mundane to catch a glimpse of something higher, something timeless. Aesthetics is the study of these culturally based responses to, and human feelings and perceptions about, experience.

"'Literacy,' generally defined as the ability to read and write, requires the base of knowledge to communicate intelligently about literature, society, and culture. 'Aesthetic literacy' depends upon 'reading' in its fullest sense—experiencing, interpreting, and responding to print, images, and sound, not just the scooping up of information that is in print. Aesthetic literacy expands 'writing' to communication using not only verbal, but also musical, kinesthetic, and visual languages. Aesthetic literacy is the foundation of all other disciplines: seeing the beauty of a mathematical proof, like seeing the beauty of a poem, brings learning alive and deepens our understandings. With aesthetic literacy, we move through a world of infinite significance; without it, we live as physical creatures, disconnected from history and from ourselves."

Curriculum Cycles and an *Instructional Guide* have now been printed for the Framework for Aesthetic Literacy. These publications will be available through workshops and requests.

The federal grant for arts and English that is supporting this project has entered its second year of funding. About $73,000 will be distributed to model schools during spring and summer, 1995. About $124,000 will help model schools make this curricular framework a reality during the 1995-96 school year.

Curriculum team members, now dubbed "ambassadors," presented workshops about the framework at the Chapter 1 Fall Conference in Billings, September 28-30, 1994 and will do so during professional development days, October 20-21, 1994, at the MEA Convention in Billings and the Montana State Reading Conference in Helena. In addition, ambassadors are available for consortium meetings, district inservices, and informal gatherings of parents and educators. Grant application forms for model schools will be distributed and explained at these presentations. Please contact me to schedule a presentation.

MOTORCYCLE SAFETY
Jim Bernet, Specialist
444-4569, 1-800-922-BIKE

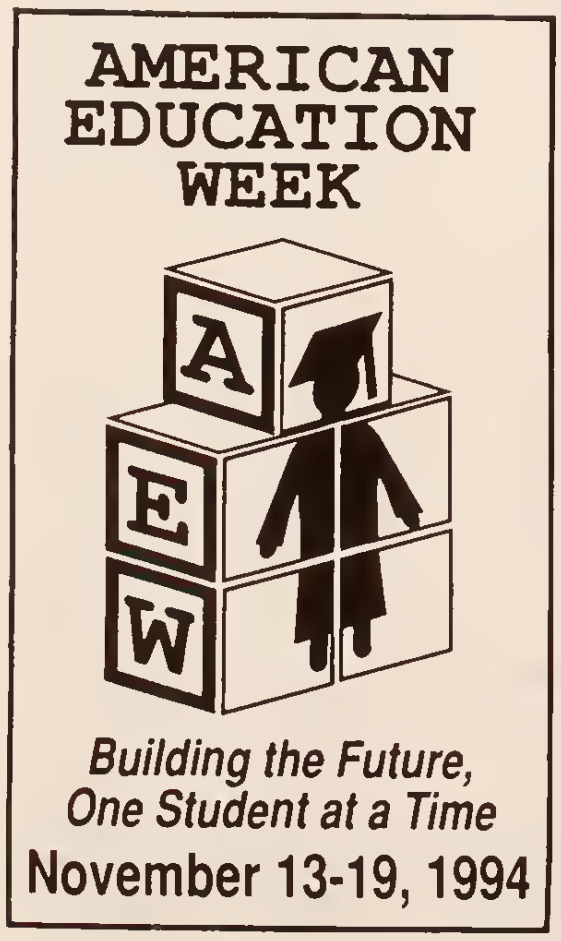
MMSEP receives national recognition

For the second time in three years, the Montana Motorcycle Safety Education Program (MMSEP) has received the Motorcycle Safety Foundation's (MSF) prestigious Outstanding State Program Award. The MSF is a national organization that develops curricula for motorcycle training programs around the world.

Montana's program was selected for the award because it has doubled student enrollments each year of its existence and has a comprehensive instructor retraining program.

This award underscores the value and quality of the training we offer. If you haven't informed your students about our program, please do so. If they are going to ride motorcycles, we can give them skills they need to ride safely on streets and highways. MMSEP has 15 sites across Montana. Call 1-800-922-BIKE for information about courses near you.

(Continued on page 10)



NUTRITION EDUCATION AND TRAINING

Katie Bark, Coordinator
994-5641

NET relocates

Note: The Nutrition Education and Training (NET) Program is administered through the Office of Public Instruction, Health Enhancement Division, but was relocated to Montana State University-Bozeman in May.

This relocation is enhancing collaborative efforts between OPI, Montana State University, and the MSU Extension Service. Katie Bark, program coordinator and registered dietitian, looks forward to assisting educators with nutrition education activities to be used across the curriculum or as a separate entity.

Take a bite out of NET!

The Nutrition Education and Training Program invites you to take a bite out of NET and take advantage of our many programs and materials on nutrition education. The program's goal is to make nutrition in the classroom and school cafeteria practical, helpful, and fun! We believe good nutrition increases energy and overall health in each student, and we know a healthy student is a more productive student.

Nutrition Education Training Program services include:

- Nutrition education resources: Materials from our resource center include curriculum guides, video tapes, games, and food service materials. Materials can be loaned out for a two-week period, free of charge except for return (UPS/first class mail) postage.
- Educational opportunities: NET can provide workshops for educators or school food service personnel at conferences, professional organizations, and possibly at your own school.
- Education grants: Mini-grants are available to teachers of grades pre-K-12 to help create projects that promote nutrition and that can be shared across the state.
- At your service: NET personnel can assist you with a nutrition education project on a one-to-one basis either through telephone consultation or personal visit. (Please note that NET consultants are not available for classroom presentations.)

For more information on the NET Program or any of its services, please contact Katie Bark, RD, Montana NET Program, Montana State University, Health & Human Development, Bozeman, MT 59717 (phone: 994-5641, fax: 994-6314).

SOCIAL STUDIES

Linda Vrooman Peterson, Specialist
444-5726

Headwaters of the Missouri River heritage curriculum project

It gives me great pleasure to announce that new sample units are available for inclusion in the *Montana Social Studies Model Curriculum Guide*. (The guide was distributed to all school districts in the fall of 1993. Contact your superintendent for information.)

The State Historical Preservation Office of the Montana Historical Society received a grant from the Montana Committee for the Humanities to fund the Montana Heritage Curriculum Project. Chere Jiusto, specialist at the Historic Preservation Office, coordinated the project.

Heritage education is the teaching of history and culture with an emphasis on place. Using the historic place, the Headwaters of the Missouri River, and the framework of the *Montana Social Studies Model Curriculum Guide*, a group of K-12 teachers created four sample units. The project was sponsored and funded by the Montana Historical Society, the Parks Division of the Department of Fish, Wildlife and Parks, the Montana Committee for the Humanities, and OPI.

These sample units have been distributed to your school district through superintendent, county superintendent, and curriculum consortium director offices. Please contact me if your school district doesn't have a copy.

We plan more writing workshops for the future, so please let me know how you might want to participate and what other units, themes, historic places, or projects interest you.

Montana Council for the Social Studies Fall Conference

The MCSS Annual Conference, in conjunction with Montana Education Association, will be held October 20-21, 1994, in Billings. "Respecting and Understanding Human Differences," the theme of this year's gathering, will include more than 40 sectionals; the MCSS forum; a keynote address by Samuel Regalado, professor of history at California State University at Stanislaus and Smithsonian Scholar; special topics presentations; two luncheons; and tours of the Western Heritage Center and Moss Mansion. Please contact me at the number above or Bruce Wendt, MCSS, 2201 St. John's, West High School, Billings, MT 59102.

Geography Awareness Week

November 13-19, 1994, has been designated as National Geography Awareness Week (GAW). The purpose is to focus national attention on the importance of geography in preparing North American citizens for the future in a world increasingly interconnected and interdependent. This year's theme is Geography: Keeping Wilderness in Sight. For GAW packets, please contact either me or Jeff Gritzner, Department of Geography, University of Montana (243-5626).

1995 Youth Scholarship Program

The U.S. Senate Youth Scholarship Program brings high school students to Washington, D.C., for a brief, on-site introduction to the functions of the federal government; in particular, the U.S. Senate.

Each year, two high school juniors or seniors from each of the 50 states, the District of Columbia, and the Department of Defense Dependents Schools overseas have participated in this unique experience. Selection also entitles students to a $2,000 college scholarship.

Information concerning this scholarship is sent to all high school counselors in September. For further information, contact Janet Andrew at OPI (444-1951).

LIBRARY MEDIA

Diana Boom, Specialist
444-3132

Changed status

As of August this year, my status at OPI changed from half-time temporary to half-time permanent. I am pleased to be able to continue working with Montana's library media specialists. I look forward to communicating with all of you as time permits, and seeing as many of you in person as I can.

My phone number is listed above; fax is 444-3924. Comments, questions, information, and requests all are welcome. My office hours are 8:00 a.m. to noon Monday through Friday.

Banned Books Week

By the time you read this, Banned Books Week (September 24-October 1) will have already taken place. I recently learned of an exhibit available from the Long Island Coalition Against Censorship: "Censorship in Schools and Libraries." It sounds like an excellent exhibit; you may wish to file the information about this exhibit for next year.

According to Mr. Donald Parker, co-coordinator of the coalition, the exhibit was updated this year (you may want to check as to whether this is done yearly). It consists of 28 illustrations with accompanying text and includes the history of censorship in public school and libraries during the last hundred years.

Quality copies of this exhibit have been reproduced and may be purchased for $35 per copy. Contact Donald Parker, Long Island Coalition Against Censorship, P.O. Box 296, Port Washington, NY 11050.

More on censorship

I am awaiting a list from the Tattered Cover Book Store in Denver, Colorado, of books challenged or banned in 1993 (published by American Booksellers Association). They are also sending me information on how to procure the updated (1994) list. Contact me if you wish this information or the list.

We are seeing increased incidents of challenged library materials in Montana and nationwide. Would school library media specialists be interested in having my office become a clearinghouse for reporting Montana incidents of challenged library materials via electronic mail (METNET, or Internet when more widely available)? We can work in cooperation with the Montana Library Association's Intellectual Freedom Committee. This would be another avenue for reporting these incidents.

Both OPI and the Montana Librarians Association's Intellectual Freedom Committee can remain in communication regarding such information. From these reports, we can see, first of all, that we are not alone. We can also generate support, begin seeing trends, and help others prepare for possible challenges. We can explore other aspects as well. Please let me know your thoughts and ideas.

Advocating for libraries

We continue to see the erosion of finances for libraries. Keeping in contact with our elected officials (local, state, and national) and stressing the need for library funds is vital. In case some of you missed the excellent tips for writing a letter to a legislator "that's worth its postage" in *the School Library Journal* editorial, December 1993, I herewith reproduce it:

"Cooke's Recipe"

1. Get hold of the latest copy of the *Congressional Directory* by ordering it from the Government Printing Office or consulting it at the reference room of your nearest public library. This will give you the correct spelling of names of your own representatives as well as those of members

of Congress who sit on library, education, finance, and budget committees.

2. Don't use form letters. This sort of mail tends to be discounted by legislators, who are far more responsive to personal correspondence. BUT, don't be discouraged by a form letter in response to your letter, because sometimes this method of acknowledgment is the only recourse of legislators during a heavily scheduled session of Congress.

3. Keep your letter to one issue or to one piece of legislation at a time.

4. Stick to the ABCs of letter or memo writing: "accuracy, brevity, clarity." In other words, cite data rather than over-claim, write it on one page, and keep it jargon free.

5. Invite your representatives to visit your library when they return from D.C. so they can see for themselves what you're talking about.

6. Ask your representatives to speak to key members of Congressional committees that oversee the legislation you favor.

These tips come from Eileen D. Cooke, for 30 years the director of the American Library Association's Washington office. Cooke has been paid considerable tribute by the national press as one of Washing-

ton's most effective lobbyists. In her article, she continually touts the persuasion power in personal letters to legislators. She also says lawmakers need anecdotal data on how library legislation affects people, how they are hurt when funds for library programs are cut back or cut out. (With thanks to Lillian N. Gerhardt, editor-in-chief, *School Library Journal.*)

You can easily adapt these tips for contacting local and state officials and representatives, especially important with the Montana legislature meeting this January. Keep the tips in mind also when urging individuals and groups to support libraries.

Library media database

I recently learned about the American Association of School Librarians' (AASL) School Library Media Program Database. It sounds exciting. It is a list for individuals or groups who want to visit schools that serve special ages, have new technologies, or use programmatic features such as flexible scheduling. Many of these are requests from foreign visitors who will be visiting specific parts of the United States. Thus the creation of the AASL's Exemplary Sites Database.

The AASL wishes to broaden the database to include schools that are willing to receive visitors. I have a copy of the "School Library Media Program Database Information Profile" if you would like to nominate your school. You may self-nominate. I know we have some exciting programs in our Montana library media centers, so contact me, and I will immediately send you the information. Let the rest of the country know that we, too, have something to "crow" about.

I have a list of the current database schools. You may also contact the American Library Association (1-800-545-2433 Ext. 1395) with questions or concerns.

Send your book reviews

I am receiving some reviews of books that were sent to school library media centers from OPI and the Montana Library Association last spring. I would like to receive more, especially reviews of books you especially liked or disliked. I will publish a list in *Montana Schools* when I receive enough replies.

Storytelling

I attended a marvelous national storytelling conference in Fort Worth, TX in July (lots of hot air, and it wasn't all storytellers!). I heard great stories and storytellers and brought back a great deal of information on using storytelling in the curriculum. I will be sharing this information with you in the future.

Worth mentioning

(The following is publisher's information only—I have not personally previewed these items.)

Curriculum collaboration resources: *Barry's Scrapbook: A Window into Art* (video), published on the ALA Library Video Network label. Barry Louis Polisar, children's author, singer, and songwriter. 40 min. A visual and musical ride through the world of art. Includes three hands-on art projects for kids using recyclable materials, discussions with different artists on how they make their art, and several new songs by Polisar. Ages 6-10. $19.95. Available from ALA Video/Library Video Network, 320 York Rd., Towson, MD 21204 (800-441-8273).

Multimedia—CD-ROM—*The Way Things Work.* DK Multimedia. $99.95. Ages 7-70. Based on David Macaulay's best-selling book. Animation and audio bring to life his wonderful illustrations. Stars David Macaulay's famous woolly mammoth in 20 humorous "Mammoth Movies." 1 hour of audio. About 70,000 words. More than 1,000 illustrations. Over 1,500 screens and pop-up windows.

DK Multimedia also has other programs which sound excellent. For more information, contact them at Dorling Kindersley Publishing, Inc., 95 Madison Ave., New York, NY 10016 (Phone: 212-213 4800; fax: 212-213 5240; E-mail: dkmm@phantom.com).

Let me hear from you. My best wishes for a fulfilling, productive school year.

CHAPTER 1
Joan Morris, Specialist
444-3083

Even Start grants

The Office of Public Instruction's Chapter 1 Division recently received notice of additional funds that will make it possible for another state rural Even Start Family Literacy Grant to be funded in Montana. This competitive grant process became available to all interested parties during July, August, and September. Our Montana Chapter 1 Even Start definition of "rural" includes communities of fewer than 40,000 persons. Either the applicant or the co-applicant must be a public school district. The other entity (as applicant or co-applicant) may be a community-based or other nonprofit organization or public agency.

The Even Start Family Literacy Program provides family-centered educational services to help parents become full partners in their child's education, offers adult literacy training, and helps children achieve their fullest potential as learners. To accomplish these goals, Even Start collaborates with school, community, and public agencies to coordinate services for program participants.

The timeline for the grant process is as follows:

- October 31, 1994—Deadline for grant application submission for new projects.
- November 1-15, 1994—State pre-review and convening of panel to review and rate applications.
- November 16-30, 1994—Official notification of grant approval to successful projects.
- January 1, 1995—Program year begins.

If you have questions, please call me at the number above.

New Chapter 1 specialist

We have a new Chapter 1 specialist on board! Her name is Marsha Davis. Marsha has taught several elementary grades and served as principal at Radley School in East Helena and White Sulphur Springs Elementary. She has been pursuing a doctoral program in school administration for the past two years at Montana State University. Welcome, Marsha!

1994 National Recognition

Congratulations to Bozeman's Chapter 1 program at Chief Joseph Middle School—winner of the 1994 Chapter 1 National Recognition. Chief Joseph's program was the only Montana project selected for this year's award, one of 89 selected nationwide. The winning projects received their awards at a luncheon in their honor May 10, 1994, at the International Reading Association's annual conference in Toronto, Ontario. The awards were presented by Linda Mount, staff member of Compensatory Education Programs, on behalf of Secretary of Education Richard Riley and Chapter 1 Director Mary Jean LeTendre. The following summary of the Chief Joseph program will appear in the next volume of the *Effective Compensatory Education Sourcebook.*

Marsha Davis.

"The Chapter 1 program at Chief Joseph Middle School is called the Math and Language Arts Lab. Our lab is a collaborative tutorial model designed to accelerate the progress of at-risk students. We operate with the conviction that the best instruction for math and reading is tailored to individual needs. Learning will only occur if a child feels invested in the learning process. We accomplish this by running a well-organized, consistent, enthusiastic program that helps our students meet success in school and in life.

"Our program is entirely inclusive, as our students remain in the general education classroom with their peers. We see our Chapter 1 students, who are identified using standardized test data and teacher input, during study halls. Our average teacher-to-student ratio is 1:4. We intensively tutor our students, re-teaching material they have been exposed to in their math and language arts classes, pre-teaching upcoming material, and reinforcing previously taught concepts. We teach through the content area, using the materials from the general education curriculum, and we employ a variety of methods including direct instruction, individualized instruction, mastery learning, and small group instruction. To make the content meaningful to our students, we incorporate all available methods and materials.

"Collaboration with general education teachers is essential to our success. We feel we can help students learn to profit from

(Continued on page 12)

Secondary School Recognition Program/Blue Ribbon Schools

Montana secondary schools are encouraged to complete nomination forms for designation as outstanding or "Blue Ribbon" schools. Secondary schools and middle/junior high schools that have not participated in the elementary school recognition program may complete nomination forms.

Outstanding schools are considered those which exemplify effective school practices and show significant progress in meeting state and national educational goals. For a school to be recognized, there must be clear evidence that its students are developing a solid foundation of skills in reading, writing, and mathematics, as well as reasoning and problem solving.

Further, the instructional program should provide all students with high-quality instruction appropriate to their ability in literature, history, geography, science, foreign languages, the arts, and other subjects the school, the district, or the state deems important. In addition, there must be convincing evidence that school policies, programs, and practices foster the development of sound character, a sense of self-worth, democratic values, ethical judgment, and self-discipline.

This year, special emphasis is being given to unusually effective programs in *parental involvement* and *technology*. In addition, schools must meet the criteria concerning the accessibility to students and others with disabilities as in the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Schools seeking recognition must complete a detailed nomination form and submit it to the Office of Public Instruction by November 28, 1994. Administrators and student leaders from the top schools will participate in a special awards ceremony in Washington, D. C. Nomination forms and additional information may be obtained by contacting Duane Jackson, Office of Public Instruction, P.O. Box 202501, Helena, MT 59620-2501 (444-3129).

(Continued from page 11)
instruction with the greatest proficiency if we know what and how a subject is being taught. Our collaboration partners are aware that we are actively involved with their students' progress.

"The lab is a large, bright, colorful room with a variety of displayed materials. Students' writing, posters, maps, and humorous and inspirational messages line the walls inside and outside the room. Every week, Mr. Johnson's Math Challenge and the Wordsmith puzzler, displayed on our central whiteboard, tempt solutions. Our reading corner, complete with couch and chair, is called the Living Room.

"Our lab is open every period in our nine-period day. We also offer an extended-day program before school, when all students are invited to receive additional reinforcement of the concepts taught in their general education classes. Last year we served 87 students; this year, with an additional teacher, we are working with 116. Students, staff, administrators, and parents view participation in the lab as an opportunity for students to experience success, take pride in their accomplishments, and become active, confident learners."

TRAFFIC EDUCATION
Curt Hahn, Specialist
444-4432

Driver education reimbursement

High school traffic education reimbursement for schools that completed driver education between July 1, 1993, and June 30, 1994, has been completed. Payment paid per pupil was $101.14. REMINDER! Be sure to submit your reimbursement request forms to OPI's Division of Traffic Education UPON COMPLETION of EACH program you conduct. Thanks!

1995 Traffic Education Conference

The 1995 OPI/MTEA state conference/workshop will be held April 30-May 2, 1995, at the Yogo Inn, Lewistown. Montana State University Northern will be offering one semester credit. OPI will be offering 15 renewal units. The conference begins at 11:00 a.m. Sunday and concludes Tuesday at 1:00 p.m. You may want to make your plans now for attending and get your travel request in to your school administrator as soon as possible. Registration information will be mailed in March 1995.

High school traffic curriculum

The 1995 revised high school traffic education curriculum is still in the "fine tuning/editing" stage. We hope to have it printed and available by January 1995. Major distribution will begin at the 1995 OPI/MTEA Traffic Education Conference. Plan to attend so you can receive your free copy.

Cooperative Driver Testing Program

Implementation of Montana's Cooperative Driver Testing Program (CDTP) has been postponed until required legislation is passed by the 1995 Legislature. The first major "training/certification" for this program will begin at the 1995 OPI/MTEA Traffic Education Conference. Plan to attend so you can be certified to "waive" the Montana driver license knowledge and driving tests for your students.

Traffic education films and videos

To order traffic education films and videos, contact Mike Schulz, Western Montana College, Carson Library, 710 S. Atlantic, Dillon, MT 59725 (toll-free phone: 1-800-WMC-MONT, or 683-7541; fax: 683-7493).

New videos available: The following videos have been purchased and placed in the Carson Library since the 1994 printing of our Traffic Education AV Catalog. Please consider this a "supplemental" listing and attach it to your catalog for easy reference when ordering videos.

- *The Choice...The Cost* (#21180-V). The live and sometimes emotional testimony of Montana citizens affected by a person who chose to consume alcohol and then drive. Consequences and costs are discussed. Narrated by Gordon Hage.
- *Reference Points* (#21176-V). Through the use of this film, students will be able to position a vehicle within inches of desired front, rear, and side locations. Points discussed include curb parking, lane positioning, intersections, turns, and backing into parking spaces.
- *Driver Awareness* (#21177-V). Introduces Motolla's Zone Control Driving System. Rationale and motivation to encourage the development of low-risk/high-gain driving habits. Increases sense of awareness to potential and actual traffic problems.
- *Following Time/Space* (#21178-V). Clearly demonstrates value of a four-second following distance. Situations are presented to experience how and why this following distance will minimize stress and maximize control.
- *Searching Techniques* (#21179-V). Searching techniques and habit development for intersection scanning, mirror usage, timing arrivals for front and side zones, time/space management, and ABCs of Zone Control with practice commentary.
- *Road Safety PSAs; The Aftermath* (#21184-V). Graphically illustrates the consequences of alcohol use and driving.
- *Sex, Lies & Profits* (#21183-V). Discusses the use of alcohol and its effect on highway safety. Exposes how advertising propaganda glorifies alcohol and promotes its use.
- *It Can Happen To You* (#21182-V). Provides reasons for why it is important to ALWAYS buckle your seat belt because a traffic collision "can happen to you."
- *Life or Death: The Choice is Yours* (#21181-V). Discusses the responsibility we accept as drivers of motor vehicles, explores the consequences of distractions or carelessness while driving, and promotes the use of seat belts.
- *Dual Air Bags in Specialty Vehicles* (#21185-V). Reviews the function and use of dual air bags in selected vehicles.
- *Dear SIR...An In-Depth Look at Air Bags* (#21187-V). Helps drivers understand how airbags function and eliminates misconceptions about airbags.
- *Air Bags...Crash Courses for Rescue Personnel* (#21188-V). Reviews procedures used by rescue personnel when dealing with vehicles involved in crashes and equipped with airbags.
- *Anti-Lock Brakes...Police Package* (#21186-V). Explains and illustrates the operation of some ABS equipped vehicles.

Approval renewal

If your teaching certificate expired this past June, so does your approval to teach traffic education. If you need an application to renew or other assistance, please call me at 444-4432.

PUPIL TRANSPORTATION
David Huff, Specialist
444-4396

School Bus Safety Week

National School Bus Safety week is scheduled for October 16-22, 1994. We will be sending poster contest rules and safety materials.

PT Task Force

The Office of Public Instruction's Task Force on Pupil Transportation Finance is in full swing. If you have questions or input, please contact your regional school superintendent representative or the task force chair, Al McMilin, superintendent of Townsend schools (266-3455). We are evaluating problems with the current system, looking for ways we can use other resources, and developing ideas for improvement.

1994 MAPT Conference

The Montana Association for Pupil Transportation had its largest-ever conference this year in Billings. Registrants totaled 211. The new mechanics workshops were popular. The most preferred workshop was evacuation training in roll-over buses. Although rollovers are rare in school transportation, we put a bus on its side for training purposes with the help of a wrecker.

Drug and alcohol testing

The deadlines for implementing the new federal drug and alcohol testing program are January 1, 1995, for districts with 50 or more drivers required to use the Commercial Drivers License (CDL); and January 1, 1996, for districts with fewer than 50 drivers. You cannot lay off drivers to delay implementation if you have just over 50 drivers. The number of CDL drivers you had in March 1994 is the number which will determine your implementation date. When counting drivers, don't forget to include substitutes, coaches, teachers, mechanics, custodians, and administrators who keep a CDL and occasionally drive a bus for the school.

Most of Montana's school districts will not need to comply until January 1, 1996. The larger school districts with more than 50 CDL drivers are mostly operated by contractors who are already partially in compliance because of their motor carrier activities. They will not need as much assistance as the smaller districts; because of that, we are delaying offering advice. Several lawsuits have been filed against the U.S. Department of Transportation on issues related to these final rules, and the results of these lawsuits may alter the final rules for compliance. Waiting a year may be advantageous. However, the federal people warn about waiting too long and getting caught short.

Montana also has to reconcile its legal conflict with the federal position. While the federal people claim their rules have preemption authority over any state rules which burden implementation, Montana labor laws still prohibit blood and urine testing for the purposes of employment, with certain specific exemptions. Those exemptions do not include the broad language of the federal rules.

Our office hopes to have more specific recommendations concerning this program sometime in the near future. However, if you are required to comply by January 1, 1995, or are just eager to get started, feel free to contact Al Calkin at the U.S. Department of Transportation Office of Motor Carrier Safety in Helena (449-5224).

Recall notice

Q'Straint wheelchair restraint systems blue belts, part number Q5-6320, are being recalled. The buckle does not work as required by law and in certain conditions may be ineffective for its purpose. Q'Straint has chosen to replace all affected belts. If you think yours may be affected, contact Q'Straint (1-800-263-6655) for exchange instructions.

NATIONAL DIFFUSION NETWORK
Patricia B. Johnson, Specialist
444-2736

Educational programs that work! National Diffusion Network (NDN) research-based, proven, cost-effective, transferable programs are being presented at Montana education conferences this autumn!

Chapter 1 Conference, Billings, September 28-30, 1994

- *Highscope*, grades preschool-3: Helps at-risk students succeed.
- *Student Team Learning (STL)*, grades 3-12: Uses cooperative learning to master basic skills.
- *Talents Unlimited, Secondary*, grades 9-12: Integrates creative and critical thinking into curriculum.
- *CRISS: CReating Independence Through Student-Owned Strategies*, grades 4-12: Provides learning strategies across content areas.
- *Reading Recovery*, grade 1: Reading intervention for students unlikely to read.
- *DPA: Diagnostic Prescriptive*

Arithmetic, grades 1-6: Uses manipulatives to teach arithmetic concepts.

MEA Conference, Billings, October 20-21, 1994

Science:

• *Involving Students in Environmental Issues and Actions*, grades 7-8: Students investigate an issue scientifically and socially, determine a solution and act on it.

• *Informal Science Study*, grades 5-12: Series of physical science mini-units based upon amusement park rides, sports, and playground experiences.

• *Science-Technology-Society: Preparing for Tomorrow's World*, grades 7-12: Multi-disciplinary problem-solving.

Language Arts:

• *CRISS*, grades 4-12: Fun and motivating study strategies.

• *TALK*, grades K-3: Improves expressive and receptive oral language skills.

Social Studies:

• *Teaching the Holocaust*, grades 10-12: A social studies unit that address the issues of prejudice, racism, and democratic values.

Cross-curricular:

• *CLIMB*, grades K-12: Classroom management.

• *Project Discovery*, ages 12-up: Career exploration program.

• *ICE: Institute for Creative Education*, grades K-8: Creative problem solving and creative thinking across content areas.

• *CATS: Critical Analysis and Thinking Skills*, grades 9-12: Critical thinking and writing skills.

• *ADAPTing* for the adolescent with learning disabilities, grades 6-postsecondary: Provides assistance to regular and special education teachers in working with adolescents with learning disabilities.

Training

Montana's five Books Across America certified trainers, Joyce Brown, Betsy Crabs, Laima LeLeivre, Sarah McGill, and Peggy Kimmet, recently completed follow-up training in San Diego. They learned how to help 28 Montana schools add a preschool component to their Books Across America grant programs.

Although the Books Across America grant program expires this spring, *Books and Beyond*, the NDN program family literacy program upon which it is based, continues. These five trainers are available during the fall and spring to train other schools who want to bring *Books and Beyond* to their schools.

Drug and alcohol abuse prevention

Six teachers from three Montana schools recently returned from Norman, Oklahoma, where they were trained in two NDN programs that help prevent drug and alcohol abuse. These teachers were trained to use the *Ombudsman* and *Know Your Body* innovative programs. Next summer, they will become nationally certified trainers prepared to train others in the two programs.

Teachers trained in *Ombudsman* and *Know Your Body* include Book St. Goddard and Ben Steele, Browning; Vickie Metcalfe and Janine Danielson, Sidney; and Roberta Hagstrom and Carol Wadman, Roundup.

Principal Bill Melnick and three teachers at Pine Hills School recently attended training in implementation of three National Diffusion Network programs. Although particularly useful for students at Pine Hills, these programs can be used for all students.

Carol Damm was trained in *Talents Unlimited, Secondary;* Bill Zook studied *Law in a Changing Society;* and Shirley Kapitzke was instructed in *Social Decision Making.* Bill Melnick serves as a site coordinator for the three programs. Each teacher will eventually train other teachers in these programs.

Regional collaboration

In August, I met with staff of the Northwest Regional Educational Laboratory and NDN facilitators from Alaska, Oregon, Washington, and Idaho to discuss common concerns throughout the region.

Curriculum directors

One copy of the directory of National Diffusion Network programs is available from me for the person in each district responsible for curriculum. For information on NDN programs, please call me at the number above.

FAMILY & CONSUMER SCIENCES

Laurie Potterf, Specialist
444-2059

Did you notice anything new right before this sentence? You're very observant! Since secondary school home economics programs have shifted over the past 15 years from more traditional foods and clothing instruction to emphasizing family relationships and life skills, the professional name of ***Family and Consumer Sciences*** more accurately reflects this curriculum.

Montana teachers of ***Family and Consumer Sciences*** who belong to one or both of our national and state professional organizations support this change. They recognize that, unfortunately, just hanging out a new shingle isn't the start and the end of the change process, however.

With the support of school administrators and board members, faculty from every curricular area, advisory council members, and community members, the dynamics of this name change will assist in educating America's future leaders about the choices they need to make for and with their own families.

CHOICES? Is honest communication a choice? Is positive role modeling a choice? Are realistic and mutual role expectations a choice? Are establishing personal and family-unit goals a choice? Is making a decision based on personal and family-unit goals a choice?

The American family, with its myriad sizes, ages, genders, cultures, and religions, can be a functional system with the basic elements of honest communication, positive role modeling, realistic and mutual role expectations, recognition of personal and family-unit goals, and decision making based on those goals.

The ***Family and Consumer Sciences*** curriculum offers students the opportunity to see choices and then to become familiar with an established process: decision making. This process encourages exploring alternatives and respective consequences to assist the individual in arriving at a conclusion or point where action is required to achieve the unique goal(s) of the individual.

Can we
Help
Adolescents be
Nurturing and
Goal-oriented?

Eventually. No change happens overnight. Make plans to attend the Montana Vocational Association meeting in Bozeman, Oct. 20 and 21!

SPECIAL EDUCATION

Susan Bailey, Specialist
444-2046

Grants available

The Office of Public Instruction, Division of Special Education, is pleased to announce the availability of grants for professional group support, parent support and inservice training, and/or technical assistance through Part B of the Individuals with Disabilities Education Act (IDEA).

Professional group support funds are available to support inservice training and/or personnel preparation for professional organizations. A single project, not exceeding $1,500, will be awarded to each professional group to support a training activity related to at least one of the established priorities identified by the statewide needs assessment conducted by OPI's Division of Special Education. Completed proposals must be submitted by April 15, 1995, and may operate through June 30, 1995. The priorities, not listed in any specific order, are: attention deficit disorder, emotional disturbance, fetal alcohol syndrome/effects, learning disabilities, and autism.

For a grant application form, please contact Karey Conn, OPI (444-0037).

In addition, a total of five regional grant awards, $10,000 per MCASE region, will be made available to support inservice training and/or technical assistance for school districts. The regional Comprehensive System of Personnel Development (CSPD) councils will establish criteria for distribution of the funds, using the statewide needs assessment and/or regional assessments in coordination with each region's work plan. School districts will be noticed by the regional CSPD councils of the availability of funds, the application process, and activities conducted using those funds.

Finally, funds are available again to help parents of students with disabilities participate in training and other activities related to their child's disability. These funds are available through Parents Let's Unite for Kinds (PLUK). Criteria have been established to ensure statewide distribution of the funds. Public announcements are also being made to ensure that parents are aware of the availability of these funds. For specific information on the parent support funds, please contact Kathy Kelker, Director, PLUK, MSU-Billings, Billings, MT 59101-0298 (657-2055).

Inclusion training

The Division of Special Education has received federal funding for the Montana Training for Inclusive Education (TIE) project. The project consists of inservice training, technical assistance, and peer coaching activities to increase opportunities for students with disabilities to be served in an inclusive educational environment.

This fall, 18 local education agency teams will be recruited to receive extensive training in strategies for cooperative learning and inclusion, and techniques for team-building, collaboration, and peer coaching.

Teams will receive technical assistance as they implement training in their schools and classrooms, and they will serve as peer coaches for other educational personnel seeking to implement inclusive education. Each team will include six people: regular and special education teachers, an administrator, a member from related services, a paraprofessional, and a parent. Working together, they will form an effective and supportive system for initiating inclusive education to the extent appropriate for the needs of the student with disabilities. Because of their various roles, team members will be effective in communicating with other educational teams seeking to initiate inclusive education strategies.

The Montana TIE project will enrich the educational experience of all Montana students by allowing students with disabilities to be appropriately and effectively educated in regular classrooms.

Unique features of the proposed project include regional trainers/consultants, local education agency teams, and peer coaches. Regional trainers/consultants will provide a cost-effective rural service delivery model for inservice training and technical assistance.

By training local teams, the project will develop the commitment, cooperation, and collaboration necessary to effectively integrate students with disabilities into regular classrooms. By developing teams to serve as peer coaches, the project will create a mechanism for supporting the changes required in an inclusive education approach in both their home schools and in peer schools.

For more information regarding the TIE project, please call me at 444-2046.

Poster contest

The Montana Developmental Disabilities Planning and Advisory

(Continued on page 14)

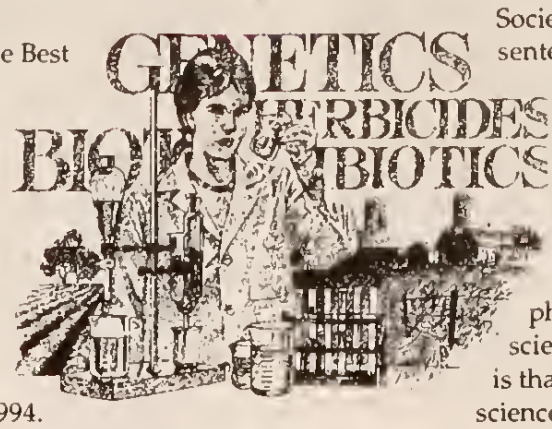
(Continued from page 13)

Council is sponsoring a poster contest in conjunction with activities for Developmental Disabilities Awareness month in March of 1995. We are encouraging students in grades K-12 to develop posters depicting persons with and without disabilities working together to succeed in their schools and communities. There will be categories by grade and prizes in each category. The overall winner's poster will be used statewide to promote awareness during March. More details will follow. You can also learn more by contacting the Council office at 444-1334.

GENDER EQUITY
Kathy Bramer, Specialist
444-1952

Training date change

The dates for the Great Falls training session, "Prevention is the Best Strategy: Sexual Harassment in Montana Schools," has been changed. The original dates were September 27-28, 1994. The new dates are November 3-4, 1994.



SCIENCE
Russell Hartford, Specialist
444-4439

The Polymer Education Committee of the American Chemical Society has presented its 1994 national award to Gordon Hahn, Glasgow High School.

Gordon's philosophy of science education is that making science exciting is of primary importance. His students aren't the only ones who get excited about his teaching—he has received numerous awards, including a Presidential Award for Excellence in Science and Mathematics Teaching.

In addition, five Montana high school students won awards in the International Science and Engineering Fair in Alabama in May. They include Sarah Lord, Big Sky High School, Missoula; Brenda VanMil, Sentinel High School, Missoula; Shawn Patrick Hurley, Capital High School, Helena; Katie Ann Marie Pribyl, Centerville High School, Sand Coulee; and Rebecca Charles, Central Catholic High School, Billings.

Congratulations to all!

Hawthorne School and the arts

(Continued from page 7)

The two auctions contributed more than $2,600 this past year. The prices paid for individual pieces of art are kept anonymous, and the Hawthorne parent council makes sure every child's donation sells. When children discover the grand total of their efforts, they are proud to know that their artwork has *value* and that they are contributing to the success of the Hawthorne project. They know the money collected will be used for future art residencies and for art materials that a strapped school district would not ordinarily be able to provide. Kevin Wallace, a fourth-grade teacher, summarized feelings of staff members when he noted, "I appreciate the earnings for our program, but I feel the self-esteem gained through the activity is immeasurable."

The changing environment

Hawthorne's environment reflects the school's fine arts focus. One classroom has been turned into a "Little Theater" with props, lighting, portable staging areas, backdrops, and chairs. It is used extensively for class theatrical projects and resident artists. The first major production was produced last spring when the fifth grade, after studying Shakespeare, performed "A Midsummer Night's Dream." They studied theater technique from a university drama major and a recent university graduate focusing on Shakespearean theater.

The school hallways have been transformed into a children's art gallery. Each year, student artwork selected by a "juried" committee of local artists is professionally framed and added to the permanent display areas in the halls. Floor-to-ceiling bulletin boards display all children's "best efforts."

A call to others

Hawthorne School is on the cutting edge. Principal Marilyn Delger was recognized for her efforts in coordinating the many programs that have resulted from the Model School Project when she was awarded Administrator of the Year from the Montana Alliance for Arts Education. A committed staff and an active parent advisory council also contribute to this school's success.

At a time when the American public is demanding accountability and better schools, the Hawthorne community is strongly advocating fine arts integration as a critical component in educational excellence. The staff believes that the arts are an integral part of a basic education and contribute effectively and purposefully to the aesthetic, perceptive, creative, and cognitive growth of every child. ■

Montana SAT & ACT scores

(Continued from page 6)

Background factors

Test results nationwide indicate that several background factors impact student test scores. One such factor is the type of community in which the student's school is located—whether a rural area, town, city, or suburb. The average scores for students in rural settings (fewer than 2,500 residents in the area), both nationally and in Montana, are lower than the scores for those in other settings. However, Montana has double the national portion of students in rural locations—22 percent in Montana to 11 percent nationally—and the scores for rural students in Montana exceed the national averages by 7 percent.

Other factors that show strong relationships to test scores are parents' education and income levels. Higher average scores are indicated in both math and verbal tests for students whose parents have high levels of education and income.

"Overall, it's clear that Montana students continue to perform extremely well on college preparatory tests," Keenan said. "Montanans deserve to be proud of their achievement." ■

Transition in the IEP

(Continued from page 5)

interaction, maintenance of personal health, and physical care.

"Employment or other post-school adult living objectives" means acquisition of the skills and competencies needed to work successfully at an occupation commensurate with one's ability. Examples range from developing appropriate workplace behaviors to developing skills to maintain a specific career or occupation.

The IEP team

Key components in development of a post-school transition IEP (specifically annual goals and short-term instructional objectives) include assessment, family participation, and interagency linkages. Designing such an IEP requires input from a broad range of expertise. The team includes appropriate school personnel; the student, where appropriate; agency representatives who are skilled at vocational evaluation and job preparation, developing courses of study, and independent living training; and family members who can support the development and implementation of the IEP.

Districts are required to provide timely notice of IEP meetings to parents when post-school transition services will be discussed. The notice needs to indicate that the student and agency representatives will also be invited to attend. If an agency invited to participate cannot send a representative, it can notify the district. The district must ensure participation by some other means. Alternatives could include individual or conference telephone calls or correspondence. Development of local interagency agreements can be a valuable tool in articulating specific obligations of all participating agencies and diminishing the potential of non-participation in the IEP process.

The IEP team will use current information regarding the student's interests and abilities, based on a comprehensive vocational/educational assessment, in order to develop an appropriate IEP. The IEP team will determine appropriate annual goals based on present levels of educational performance and frame short-term instructional objectives to address the student's needs.

Specific responsibilities must be identified by the IEP team. Each agency will be assigned responsibilities to ensure appropriate delivery of IEP services. The team will also develop links between agencies to ensure good communication.

Listed below are several activities which the IEP team may consider when developing goals and objectives for a student with disabilities.

INSTRUCTION
Employment

1) Work with counselor to select appropriate pre-vocational skill classes.
2) Development of technical and production skills applicable to a chosen vocational field.
3) Exploration of health and safety issues.
4) Exploration of principles of technology as related to a chosen field.
5) Development of pre-vocational skills allowing entrance into a planned postsecondary vocational placement.
6) Understanding and using reference material regarding available careers.
7) Completing research on careers of choice, analyzing job requirements and placement opportunities.
8) Exploration of personal values, interests and abilities to be better able to make a career decision.
9) Learning differences between short-term, long-term, and career goals to be able to choose a career.
10) Exploration of personal attributes that allow student to be successful in chosen career field.

Living skills

1) Course work in home economics.
2) Demonstrate understanding of a rental or lease agreement.

(Continued on page 16)

Bulletin Board

Listings in the Bulletin Board do not necessarily imply endorsement by the Office of Public Instruction.

RESOURCES

Weekend Institute for Study in the Humanities

Two WISH programs are offered this year by master teachers with funding by the Montana Committee for the Humanities.

Mick Fedullo of Pryor, a nationally recognized expert, will offer a program on teaching with a greater sensitivity to American Indian and other children not of the dominant culture. His program, "More Than Language Arts: Building Communication Skills for Native Americans Students," has opened up insights for experienced teachers, native and non-native alike.

Lynne Merrick, a filmmaker and teacher of media arts and criticism from Bozeman, will offer a program for K-12 teachers on media education: "Media Education, Media Literacy, Media Culture." She will explore how visual culture influences what we know about the world, whether visual culture affects the formation of a child's identity, and what role visual culture plays in the classroom.

WISH programs are planned and supplied by the scholar and will be available during the academic school year, each limited to three locations throughout the state. Funding, including books and materials (up to $15 per teacher), is provided by MCH. The free institute includes 10 contact hours (usually scheduled for Friday evening and all day Saturday) and 10 renewal units (or one university credit may be received for $70 enrollment fee). The school provides the space and an on-site coordinator. The program is designed for 25 participants; small rural towns may schedule with only five participants. Ten is the minimum number for a large town. Superintendents or principals may call Mick Fedullo (252-0378) or Lynne Merrick (338-7603) to schedule a WISH program.

Women of Math and Science

To promote awareness of women's achievements in mathematics and science, a kit titled "Women of Math and Science" has been developed through the SIMMS project at the University of Montana. The kit consists of nine math lessons relating to the work of significant female mathematicians and scientists. Included are biographical sketches of each woman, a related math lesson, any special demonstration equipment required, and bulletin board materials. Each lesson has been cross-referenced to correlating SIMMS modules as well as traditional math topics.

The kit can be shipped to any school in Montana and checked out from the U of M SIMMS office for up to three weeks at a time. Contact Kathy Thompson or Johnny Lott at the U of M SIMMS office (243-2696).

Good advice for teens

The GTE Foundation and the National Association of Secondary School Principals have developed "Straight Talk About School," a resource kit including a 30-minute video, magazines for students, a poster, and a leader's guide. The materials help teens deal with stress, handle peer pressure, establish priorities, and create balance in their lives. The message comes not from adults but from other students. Members of the GTE Academic All-America Team deliver their best advice to high school students in the video and magazine. The cost is $40, including shipping and handling. To order, call 1-800-315-5010.

Gun safety

A new gun safety program called *Learn Gun Safety with Eddie Eagle* has been developed for K-6 students. The Montana Department of Fish, Wildlife and Parks has endorsed this program as an effective tool to help teach gun safety. The materials are available free from the National Rifle Association. Contact the NRA Sales Office, Attn: Dept. GS, Box 5000, Kearneysville, WV, 25430-5000 (800-336-7402).

Caring Program for Children

Over 350 Montana children have benefited from primary and preventive health care services thanks to the Caring Program for Children. These children come from working poor families where family income is too high to qualify for state medical assistance yet the families do not have access to private health insurance.

The Montana Caring Program for Children is a nonprofit organization initiated by Blue Cross and Blue Shield of Montana in 1992. It is made possible by donations from groups and individuals and by health care practitioners who offer their services at reduced fees. To be eligible for Caring Program benefits, which are provided free of charge to families, the child must be under 18 years of age, a resident of Montana, and enrolled in school if of school age. Family income must be at or below 150 percent of the federal poverty level (income guidelines for a family of four: $22,200). These children cannot be eligible for any government programs, including Medicaid.

If you know of a child who might be eligible, or if you want to make a contribution, contact Caring Program for Children, Box 872, Helena, MT 59624-0872 (1-800-447-7828, ext. 8400; or 444-8400).

OPPORTUNITIES

Tribal Voices

In recognition of Montana's rich tribal heritage, the Montana Committee for the Humanities, with support from the National Endowment for the Humanities, has announced a new program focusing on American Indian languages, histories, and cultures. Tribal Voices will identify linguistic, historical, and cultural traditions of Montana's Indian tribes in an effort to foster an appreciation for those traditions among all Montanans. The Montana Committee for the Humanities invites grant applications for tribally sponsored projects which seek to promote the culture and history of Montana tribes through the medium of their native languages. Deadline is November 1, 1994. Contact the Montana Committee for the Humanities, P.O. Box 8036, Missoula, MT 59807.

Peace Corps teaching opportunities

The Peace Corps has been asked by 68 nations to provide 1,600 teachers, teacher trainers, and curriculum developers. The Peace Corps is looking for volunteers from Montana who can handle the following subjects: ESL, business/secretarial, mathematics, special education, science, home economics, industrial arts, and art. Assignments are open in high schools, universities, and ministries of education in Africa, Asia, central and eastern Europe, the former Soviet Union, and Latin America.

The tour of service is two years. The Peace Corps provides training, living allowance, health care, transportation to and from the country, and readjustment pay when volunteers return to America. There is no upper age limit. Couples can qualify. Contact Carol Bellamy, Peace Corps, 1990 K Street N.W., Washington, DC 20526.

Younger Scholar Awards

The National Endowment for the Humanities is sponsoring the 1995 High School Younger Scholar Awards, which allows students to spend a summer doing an independent research project in literature, history, and other fields of the humanities. Award winners work under the supervision of a teacher. Awards are $2,100, which includes $500 for the project adviser. Any high school student may apply. Applications must be postmarked by November 1, 1994. (The deadline for 1996 awards is November 1, 1995.) Contact Younger Scholars Guidelines, Room 316, Division of Fellowships and Seminars, National Endowment for the Humanities, 1100 Pennsylvania Ave. NW, Washington, DC 20506 (202-606-8459).

Seminars Abroad Program

The Fulbright-Hays Seminars Abroad Program provides short-term study/travel opportunities abroad for qualified U.S. educators in the social sciences, humanities, and social studies. The U.S. Department of Education's Center for International Education anticipates that there will be seminars in the following countries: Chile, China, Hong Kong, Hungary, Poland, India, Japan, Egypt, Zimbabwe, Malaysia, and Mexico. Terms of the award include round-trip airfare, room and board, tuition and fees, and program-related travel within the host country. Application deadline is October 31, 1994. Contact the Fulbright-Hays Seminars Abroad Program, Center for International Education, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC, 20202-5332 (202-732-6061).

WORKSHOPS/CONFERENCES

Preventing Handgun Violence

On November 1, 1994, the Center to Prevent Handgun Violence will co-sponsor a national teleconference on the prevention of youth violence, titled "Breaking the Cycle of Violence." The teleconference will be beamed by satellite between 1:00 and 4:00 (EST) on November 1. Teleconference panelists include Jim and Sarah Brady; U.S. Surgeon General Joycelyn Elders; Al Shanker of the American Federation of Teachers; Reverend Jesse Jackson, and others. An estimated 100,000 viewers nationwide will have the opportunity to phone in questions of the panelists, then view the responses on the screen. For information about reserving a teleconference "downlink" site, or finding one near you, call the National Education Service (1-800-733-6786).

School psychologists conference

The Montana Association of School Psychologists will hold its fall conference October 19-21, 1994, at the Park Inn (Yogo) in Lewistown. The conference title is "Practical Strategies for Effective Change," a continuation in the series addressing the changing role of the school psychologist. A forum to be held October 19 will showcase the unique programs and practices of school psychologists around the state. Contact Joelene Goodover (761-2270) or Susan Rader (791-2312).

Raptors LIVE!

The Bell Museum of Natural History at the University of Minnesota will produce Raptors LIVE! on Wednesday, November 30, 1994. This 90-minute live educational television program will be broadcast by satellite to schools across the nation. The program will focus on the care of injured eagles, hawks, falcons, and owls. Students will view live surgery, physical therapy, and other steps necessary to save these magnificent birds. Students will interact with veterinarians, biologists, and researchers as they treat and study injured birds of prey.

To prepare for this "electronic field trip," students study a week-long lesson plan. All curriculum program material is provided. The interactive satellite cost is $200.

Contact Amy Torgerson, Bell Museum of Natural History, 10 Church St. SE, Minneapolis, MN 55455 (612-626-2220).

Chief Joseph

(Continued from page 7)

Joseph is a winner of the 1994 Chapter 1 National Recognition. Chief Joseph's program was the only Montana project selected for this year's award, one of 89 selected nationwide. You can read more about this project in the Chapter 1 Dispatch column, page 11. ■

Transition in the IEP

(Continued from page 14)

3) Identify, understand personal needs or limitations in a living situation.
4) Inspect several apartments for rent.
5) Choose a number of living options from newspaper ads.
6) Exploration of dorm possibilities on campus.
7) Meal preparation at least once a week.
8) Perform job shadowing of maintenance personnel.
9) Development of a personal budget.
10) Opening a checking/savings account.
11) Demonstrate understanding of criteria for subsidized housing.
12) Visit a group home.

Vocational program

1) Orientation to plant safety and plant spatial requirements.
2) Operation and maintenance of applicable vocational equipment.
3) Understanding production processes of applicable vocational area.
4) Understanding one's role with the final product.
5) Making contacts with vocational school of choice.
6) Working with counselor to determine credits necessary for graduation.
7) Determining appropriate classes to reach graduation.
8) Reviewing and understanding postsecondary catalogs, determining timelines and costs.

Academic program

1) Development of appropriate verbal/non-verbal communication skills.
2) Development of work-appropriate behavior and productivity skills.
3) Development of punctuality and high-quality work habits.
4) Demonstration of socially appropriate expressions of emotions.
5) Demonstration of positive self-concept.
6) Demonstration of problem-solving skills.

Financial

1) Ability to determine all possible financial resources available.
2) Completion and submission of financial aid packet.
3) Contacting financial resources to determine eligibility requirements.
4) Understanding application process and applying for SSI/SSDI.
5) Understanding of the vocational rehabilitation process.

EMPLOYMENT

Job exploration

1) Job shadowing three businesses of interest.
2) Participation in two volunteer work experiences.
3) Interviewing a worker in a career area of interest.
4) Attending a "Career Days" seminar.

Career selection

1) Shadowing Vo-Tech program and be able to give an oral report on vocational areas offered and current job placement rates in specific fields.
2) Completing vocational rehabilitation assessment.
3) Contacting four agencies or government institutions to determine availability of on-the-job training programs in targeted areas.
4) Securing a Social Security number.
5) Writing/updating resume.
6) Practicing job interview skills.
7) Applying for Job Service assistance and keeping records of search.

COMMUNITY EXPERIENCE

Recreation/leisure

1) Identifying local recreation options.
2) Visiting/contacting three recreation options.
3) Determining costs, rules, and hours of recreation option interest.
4) Evaluating recreation/leisure options of interest.
5) Participating in a specific recreation activity.
6) Exploring school activities/sports.

Personal/family

1) Identifying counseling/support needs.
2) Determining appropriate community resources to meet counseling/support needs.
3) Contacting and interviewing potential professionals/groups to determine suitability to individual needs.
4) Participating in a mentor program.

Medical

1) Identifying helping professionals in the medical field.
2) Contacting/locating medical assistance agencies in areas of need.
3) Applying for Medicaid/appropriate medical resources in community.
4) Determining medical needs.
5) Determining appropriate questions to ask medical professionals.
6) Calling medical professionals to compare services and costs.
7) Visiting/researching local community health services.
8) Designing and maintaining a file with all pertinent medical information.

Transportation

1) Completing driver's education training.
2) Obtaining driver's license.
3) Finding co-worker with whom to ride.
4) Comparing cost of and purchasing liability insurance.
5) Exploration of transportation options in nearest city.
6) Purchasing a car.
7) Learning how to access public transportation.

Implementing the IEP

The IEP may be implemented through either the regular education program or the special education program. Specific services and service providers will be identified by the team. At regular intervals, the service providers will measure student progress on IEP goals and objectives. The team is also responsible for an annual review of the IEP, at which time the IEP will be revised, if appropriate, and implemented.

At any time, the team may reconvene to determine the IEP's appropriateness. If student progress is not up to everyone's expectation, the team should reconvene and determine what steps, if any, are necessary to provide an environment for the student to work toward achievement of goals and objectives.

If an agency for any reason is unable to follow through on its commitment to provide post-school transition services identified in the IEP, the district needs to reconvene the IEP team within a reasonable amount of time to determine an alternative means for student to achieve the goals and objectives. The district is neither responsible for ensuring that an agency follows through on its IEP commitment, nor can the district force an agency to provide services. If the service is needed for the student, then the team must find a way to give the student an opportunity to succeed.

Technical assistance available

In March 1994, the Division of Special Education at the Office of Public Instruction, in conjunction with the Mountain Plains Regional Resource Center, provided two days of inservice training to about 20 individuals in the post-school transition IEP. These individuals represent all geographic areas of Montana and will be available during the 1994-95 school year to provide training and technical assistance to schools and other public agencies that provide services to youth with disabilities. The Special Education Division will be scheduling more regional workshops in the near future. For more information about training or about transition services for youth with disabilities, please contact Tim Harris, Transition Specialist, OPI, Box 202501, Helena, MT 59601-2501 (444-1579). ■

—Tim Harris, OPI Transition Specialist

CALENDAR

October 1994

5-8: "Inclusion: the Blind and Visually Impaired," Butte—Fred Bischoff, MSDB, 771-6095
10-11: Training for Sexual Harassment Trainers, Billings—Pat Reichert, 444-2410 or Kathy Bramer, 444-1952, OPI
16-22: National School Bus Safety Week—David Huff, OPI, 444-4396
19-20: NDN Kindergarten Integrated Thematic Experiences Training, Miles City—Patricia Johnson, OPI, 444-2736
19-21: MVA/MBEA Fall Conference, Bozeman—Marion Reed, OPI, 444-4454
20-21: MEA Instruction and Professional Development Convention, Billings—Eric Feaver, Montana Education Assoc. , 442-4250
20-21: Montana State Reading Conference, Helena—June Atkins, OPI, 444-3664 or Kathie Elder, 442-5550
20-21: Montana Committee for the Social Studies Fall Conference, Billings—Bruce Wendt, MCSS, 2201 St. John's, West High School, Billings, MT 59102
20-24: NDN Project Success Enrichment training, Level I, Kalispell—Chere Ring, 255-3882
20-24: NDN Project Success Enrichment training, Level II, Kalispell—Chere Ring, 255-3882
27-28: Board of Public Education meeting, Great Falls—Jeannie Worsech, 444-0302
27-29: Early Childhood Conference, Missoula—Jim Love, 549-2286 or 800-441-2286
30-Nov 3: 20th Annual National Assoc. for Pupil Transportation Conference and Trade Show, Albuquerque, NM—Paula Hanna, 800-541-1519

November 1994

3-4: "Prevention is the Best Strategy: Sexual Harassment in Montana Schools," Great Falls—Kathy Bramer, OPI, 444-1952
7: Chapter 1 Program Improvement Workshop, Missoula—Gwen Smith, OPI, 444-5660
9: Chapter 1 Program Improvement Workshop, Great Falls—Gwen Smith, OPI, 444-5660
11: Chapter 1 Program Improvement Workshop, Billings—Gwen Smith, OPI, 444-5660

December 1994

8-9: Board of Public Education meeting, Helena—Jeannie Worsech, 444-0302

January 1995

26-27: Board of Public Education meeting, joint meeting with the Board of Regents—Jeannie Worsech, 444-0302

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